

Pharmacy Technician	Academic Associate's Degree	51.0805	Pharmacy Assistant
---------------------	-----------------------------	---------	--------------------

101. Stratford University - New Delhi

Plot No. 01B, Sector 126

Noida, Uttar Pradesh 201303, India

Member Since: 2009

Accreditation Expiration: 12/31/2019

Accreditation Status: Compliance Warning

Student Achievement Disclosure Information: www.stratford.edu/disclosure

School Number: 00029108

Member Class: Branch

Phone: 91 (011) 40574000

Accreditation Extended To:

Program Name	Credential Level	Program Code	Program Category
Business Administration (Entrepreneurship, Finance, Human Resource Management, Information Technology, Insurance, International Business, Marketing, Management, And Supply Chain Concentrations)	Master's Degree	52.0201	Business Administration and Management
Business Administration (Informatics, Human Resources, Management, Marketing, Finance & Accounting Concentrations)	Bachelor's Degree	52.0201	Business Administration and Management
Cyber Security	Master's Degree	11.0103	Information Technology
Information Systems	Master's Degree	11.0401	Information Sciences/Studies
Information Technology (Cyber Security, Network Administration, Software Engineering Concentrations)	Bachelor's Degree	11.0103	Information Technology
Software Engineering	Master's Degree	14.0903	Computer Software Engineering

102. Stratford University - Virginia Beach

555 South Independence Blvd

Virginia Beach, VA 23452, United States

Member Since: 2013

Accreditation Expiration: 12/31/2021

Accreditation Status: Compliance Warning

Student Achievement Disclosure Information: www.stratford.edu/disclosure

School Number: 00230405

Member Class: Branch

Phone: (703) 539-6890

Accreditation Extended To:

Program Name	Credential Level	Program Code	Program Category
Advanced Culinary Arts	Academic Associate's Degree	12.0503	Culinary Arts/Chef Training
Baking And Pastry Arts	Academic Associate's Degree	12.0501	Baking & Pastry Arts/Baker/Pastry Chef
Business Administration	Bachelor's Degree	52.0201	Business Administration and Management
Business Administration	Master's Degree	52.0201	Business Administration and Management
Culinary Management	Bachelor's Degree	52.0905	Restaurant/Food Services Management
Cyber Security	Master's Degree	11.1003	Computer and Information Systems Security
Health Information Management	Bachelor's Degree	51.0706	Health Info/Med Rcds Administration/Administrator
Health Sciences	Bachelor's Degree	51.0000	Health Services/Allied Health/ Health Sciences
Healthcare Administration	Bachelor's Degree	51.0701	Health Care Administration/Management

Healthcare Administration	Master's Degree	51.0701	Health Care Administration/Management
Hospitality Management	Bachelor's Degree	52.0905	Restaurant/Food Services Management
Information Systems	Master's Degree	11.0401	Information Sciences/Studies
Information Technology	Bachelor's Degree	11.0103	Information Technology
International Hospitality Management	Master's Degree	52.1101	International Business/Trade/Commerce
Master Of Science In Cyber Security Leadership And Policy	Master's Degree	11.1003	Computer and Information Systems Security
Master Of Science In Digital Forensics	Master's Degree	43.0116	Cyber/Computer Forensics and Counterterrorism
Medical Assisting	Certificate/Diploma	51.0801	Medical/Clinical Assistant
Medical Assisting	Academic Associate's Degree	51.0801	Medical/Clinical Assistant
Medical Insurance, Billing, And Coding	Academic Associate's Degree	51.0714	Medical Insurance Specialist/Medical Biller
Pharmacy Technician	Academic Associate's Degree	51.0805	Pharmacy Assistant
Software Engineering	Master's Degree	14.0903	Computer Software Engineering

103. Stratford University Baltimore Campus

210 S. Central Avenue
Baltimore, MD 21202, United States

Member Since: 2011

Accreditation Expiration: 12/31/2019

Accreditation Status: Compliance Warning

Student Achievement Disclosure Information: www.stratford.edu/disclosure

School Number: 00108252

Member Class: Branch

Phone: (410) 752-4710

Accreditation Extended To:

Program Name	Credential Level	Program Code	Program Category
Advanced Culinary Arts	Academic Associate's Degree	12.0503	Culinary Arts/Chef Training
Baking And Pastry Arts	Academic Associate's Degree	12.0501	Baking & Pastry Arts/Baker/Pastry Chef
Health Care Administration	Bachelor's Degree	51.0701	Health Care Administration/Management
Health Information Management	Bachelor's Degree	51.0706	Health Info/Med Rcds Administration/Administrator
Hospitality Management	Bachelor's Degree	52.0905	Restaurant/Food Services Management
Hotel And Restaurant Management	Academic Associate's Degree	52.0905	Restaurant/Food Services Management
International Hospitality Management	Master's Degree	52.1101	International Business/Trade/Commerce
Medical Insurance, Billing, And Coding	Academic Associate's Degree	51.0714	Medical Insurance Specialist/Medical Biller

104. Stratford University

7777 Leesburg Pike, Suite 100-S
Falls Church, VA 22043, United States

Member Since: 2002

Accreditation Expiration: 12/31/2019

Accreditation Status: Compliance Warning

Student Achievement Disclosure Information: www.stratford.edu/disclosure

School Number: 00019411

Member Class: Main

Phone: (703) 821-8570

Accreditation Extended To:

Program Name	Credential Level	Program Code	Program Category
Accounting	Bachelor's Degree	52.0301	Accounting
Accounting	Master's Degree	52.0301	Accounting
Advanced Business Research	Certificate	52.0201	Business Administration and Management
Advanced Studies In Business Futures	Certificate	52.0201	Business Administration and Management
Advanced Studies In Enterprise Architecture	Certificate	11.0101	Computer and Information Science, General
Advanced Technology Research	Certificate	11.0101	Computer and Information Science, General
Business Administration	Academic Associate's Degree	52.0101	Business/Commerce, General
Business Administration	Bachelor's Degree	52.0201	Business Administration and Management
Business Administration	Master's Degree	52.0201	Business Administration and Management
Business Administration	Doctoral Degree**	52.0201	Business Administration and Management
Cyber Security	Master's Degree	11.1003	Computer and Information Systems Security
Cyber Security Leadership And Policy	Master's Degree	11.1003	Computer and Information Systems Security
Digital Forensics	Master's Degree	43.0116	Cyber/Computer Forensics and Counterterrorism
Health Information Management	Bachelor's Degree	51.0706	Health Info/Med Rcds Administration/Administrator
Health Sciences	Bachelor's Degree	51.0000	Health Services/Allied Health/ Health Sciences
Healthcare Administration	Bachelor's Degree	51.0701	Health Care Administration/Management
Healthcare Administration	Master's Degree	51.0701	Health Care Administration/Management
Information Systems	Master's Degree	11.0401	Information Sciences/Studies
Information Technology	Bachelor's Degree	11.0103	Information Technology
Medical Assisting	Certificate/Diploma	51.0801	Medical/Clinical Assistant
Medical Assisting	Academic Associate's Degree	51.0801	Medical/Clinical Assistant
Medical Insurance Billing And Coding	Academic Associate's Degree	51.0714	Medical Insurance Specialist/Medical Biller
Network Management And Security	Academic Associate's Degree	11.1003	Computer and Information Systems Security
Networking And Telecommunications	Master's Degree	11.0901	Computer Systems Networking/ Telecommunications
Nursing	Bachelor's Degree	51.3801	Nursing/Registered Nurse
Software Engineering	Master's Degree	14.0903	Computer Software Engineering

105. Stratford University

14349 Gideon Drive
Woodbridge, VA 22192, United States
Member Since: 2002
Accreditation Expiration: 12/31/2019

School Number: 00019413
Member Class: Branch
Phone: (703) 897-1982
Accreditation Extended To:

Accreditation Status: Compliance Warning

Student Achievement Disclosure Information: www.stratford.edu/disclosure

Program Name	Credential Level	Program Code	Program Category
Accounting	Bachelor's Degree	52.0301	Accounting
Accounting	Master's Degree	52.0301	Accounting
Advanced Culinary Arts	Academic Associate's Degree	12.0503	Culinary Arts/Chef Training
Advanced Culinary Arts Professional	Certificate/Diploma	12.0503	Culinary Arts/Chef Training
Baking And Pastry Arts	Academic Associate's Degree	12.0501	Baking & Pastry Arts/Baker/Pastry Chef
Business Administration	Academic Associate's Degree	52.0101	Business/Commerce, General
Business Administration	Bachelor's Degree	52.0201	Business Administration and Management
Business Administration	Master's Degree	52.0201	Business Administration and Management
Cyber Security	Master's Degree	11.1003	Computer and Information Systems Security
Health Information Management	Bachelor's Degree	51.0706	Health Info/Med Rcds Administration/Administrator
Health Sciences	Bachelor's Degree	51.0000	Health Services/Allied Health/ Health Sciences
Healthcare Administration	Bachelor's Degree	51.0701	Health Care Administration/Management
Healthcare Administration	Master's Degree	51.0701	Health Care Administration/Management
Hospitality Management	Bachelor's Degree	52.0905	Restaurant/Food Services Management
Hotel And Restaurant Management	Academic Associate's Degree	52.0905	Restaurant/Food Services Management
Information Technology	Bachelor's Degree	11.0103	Information Technology
Master Of Science In Cyber Security Leadership And Policy	Master's Degree	11.1003	Computer and Information Systems Security
Medical Assisting	Certificate/Diploma	51.0801	Medical/Clinical Assistant
Medical Assisting	Academic Associate's Degree	51.0801	Medical/Clinical Assistant
Medical Insurance Billing And Coding	Academic Associate's Degree	51.0714	Medical Insurance Specialist/Medical Biller
Network Management And Security	Academic Associate's Degree	11.1003	Computer and Information Systems Security
Networking And Telecommunications	Master's Degree	11.0901	Computer Systems Networking/ Telecommunications
Nursing	Bachelor's Degree	51.3801	Nursing/Registered Nurse

106. Stratford University

836 J. Clyde Morris Boulevard
Newport News, VA 23601-1303, United States

Member Since: 2012

Accreditation Expiration: 12/31/2019

Accreditation Status: Compliance Warning

Student Achievement Disclosure Information: www.stratford.edu/disclosure

School Number: 00135520

Member Class: Branch

Phone: (757) 873-4235

Accreditation Extended To:

Program Name	Credential Level	Program Code	Program Category
--------------	------------------	--------------	------------------

Advanced Culinary Arts	Academic Associate's Degree	12.0503	Culinary Arts/Chef Training
Baking And Pastry Arts	Academic Associate's Degree	12.0501	Baking & Pastry Arts/Baker/Pastry Chef
Business Administration	Academic Associate's Degree	52.0101	Business/Commerce, General
Business Administration	Bachelor's Degree	52.0201	Business Administration and Management
Business Administration	Master's Degree	52.0201	Business Administration and Management
Cyber Security	Master's Degree	11.1003	Computer and Information Systems Security
Health Information Management	Bachelor's Degree	51.0706	Health Info/Med Rcds Administration/Administrator
Health Sciences	Bachelor's Degree	51.0000	Health Services/Allied Health/ Health Sciences
Healthcare Administration	Bachelor's Degree	51.0701	Health Care Administration/Management
Healthcare Administration	Master's Degree	51.0701	Health Care Administration/Management
Hospitality Management	Bachelor's Degree	52.0905	Restaurant/Food Services Management
Hotel And Restaurant Management	Academic Associate's Degree	52.0905	Restaurant/Food Services Management
Information Systems	Master's Degree	11.0401	Information Sciences/Studies
Information Technology	Bachelor's Degree	11.0103	Information Technology
International Hospitality Management	Master's Degree	52.1101	International Business/Trade/Commerce
Medical Assisting	Certificate/Diploma	51.0801	Medical/Clinical Assistant
Medical Assisting	Academic Associate's Degree	51.0801	Medical/Clinical Assistant
Medical Insurance, Billing, And Coding	Academic Associate's Degree	51.0714	Medical Insurance Specialist/Medical Biller
Network Management And Security	Academic Associate's Degree	11.1003	Computer and Information Systems Security
Networking And Telecommunications	Master's Degree	11.0901	Computer Systems Networking/ Telecommunications
Nursing	Bachelor's Degree	51.3801	Nursing/Registered Nurse
Pharmacy Technician	Academic Associate's Degree	51.0805	Pharmacy Assistant

107. Sumner College

8338 NE Alderwood Road
Portland, OR 97220, United States

Member Since: 1978

Accreditation Expiration: 12/31/2023

Accreditation Status: Accreditation Continued

Student Achievement Disclosure Information: www.sumnercollege.edu/student_consumer_information/

School Number: 00010391

Member Class: Main

Phone: (503) 223-5100

Accreditation Extended To:

Program Name	Credential Level	Program Code	Program Category
Medical Assisting	Certificate/Diploma	51.0801	Medical/Clinical Assistant
Practical Nursing	Certificate/Diploma	51.1601	Nursing
Registered Nursing	Occupational Associate's Degree	51.3801	Nursing/Registered Nurse

108. Suncoast College of Health

6513 14th Street West #103
 Bradenton, FL 34207, United States

Member Since: 2016

Accreditation Expiration: 12/31/2019

Accreditation Status: Show-Cause

Student Achievement Disclosure Information: <http://www.suncoastcollege.edu/disclosures.html>

School Number: 00257970

Member Class: Main

Phone: (813) 270-9300

Accreditation Extended To:

Program Name	Credential Level	Program Code	Program Category
Rn-Bsn	Bachelor's Degree	51.3808	Nursing Science

109. Texas Health and Science University- San Antonio

9240 Guilbeau Road
 San Antonio, TX 78250, United States

Member Since: 2014

Accreditation Expiration: 12/31/2020

Accreditation Status: Accreditation Continued

Student Achievement Disclosure Information: <https://www.thsu.edu/campus-accountability-report/>

School Number: 00243171

Member Class: Branch

Phone: (210) 509-8080

Accreditation Extended To:

Program Name	Credential Level	Program Code	Program Category
Acupuncture And Oriental Medicine	Master's Degree	51.3301	Acupuncture and Oriental Medicine
Traditional Chinese Medicine	Bachelor's Degree	51.3302	Traditional Chinese Medicine and Chinese Herbology

110. Texas Health and Science University

4005 Manchaca Road
 Austin, TX 78704, United States

Member Since: 2012

Accreditation Expiration: 12/31/2019

Accreditation Status: Accreditation Continued

Student Achievement Disclosure Information: <https://www.thsu.edu/campus-accountability-report/>

School Number: 00103319

Member Class: Main

Phone: (512) 444-8082

Accreditation Extended To:

Program Name	Credential Level	Program Code	Program Category
Acupuncture And Oriental Medicine	Master's Degree	51.3301	Acupuncture and Oriental Medicine
Acupuncture And Oriental Medicine	Doctoral Degree**	51.3301	Acupuncture and Oriental Medicine
Business Administration	Bachelor's Degree	52.0201	Business Administration and Management
Business Administration	Master's Degree	52.0201	Business Administration and Management
Business Administration In Healthcare Management	Master's Degree	52.0201	Business Administration and Management
Esl Achieve Toefl	Certificate	13.1401	Teaching ESL/ESL Instructor
Traditional Chinese Medicine	Bachelor's Degree	51.3301	Acupuncture and Oriental Medicine

111. The Puerto Rico School of Nurse Anesthetists

656 Ave. Ponce de Leon
 Hato Rey, PR 00918, United States

Member Since: 2016

Accreditation Expiration: 12/31/2019

School Number: 00263809

Member Class: Main

Phone: (787) 998-4957

Accreditation Extended To:

Accreditation Status: Accreditation Continued

Student Achievement Disclosure Information: <https://www.eeapr.org/copy-of-accreditations>

Program Name	Credential Level	Program Code	Program Category
Nurse Anesthesia	Master's Degree	51.3804	Nurse Anesthetist
Nursing With Speciality In Critical Care	Master's Degree	51.3814	Critical Care Nursing

112. Unilatina International College

3130 Commerce Parkway

Miramar, FL 33025, United States

Member Since: 2013

Accreditation Expiration: 12/31/2020

Accreditation Status: Accreditation Continued

Student Achievement Disclosure Information: www.unilatina.edu/academics/academic-performance/

School Number: 00060614

Member Class: Main

Phone: (954) 607-4344

Accreditation Extended To:

Program Name	Credential Level	Program Code	Program Category
Business Administration	Academic Associate's Degree	52.0201	Business Administration and Management
Business Administration	Bachelor's Degree	52.0201	Business Administration and Management
Communication And Mass Media	Bachelor's Degree	09.0100	Communication, General
Communications And Mass Media	Academic Associate's Degree	09.0100	Communication, General
English As A Second Language	Certificate/Diploma	13.1401	Teaching ESL/ESL Instructor
International Business Management	Academic Associate's Degree	52.0201	Business Administration and Management
International Business Management	Bachelor's Degree	52.0201	Business Administration and Management
Travel And Tourism Management	Academic Associate's Degree	52.0903	Tourism and Travel Services Management
Travel And Tourism Management	Bachelor's Degree	52.0903	Tourism and Travel Services Management

113. Universal Training Institute

174 Jefferson Street

Perth Amboy, NJ 08861, United States

Member Since: 2012

Accreditation Expiration: 12/31/2021

Accreditation Status: Accreditation Continued

Student Achievement Disclosure Information: universaluti.com/wp-content/uploads/2018/12/ACCETCatalog2019.pdf

School Number: 00047158

Member Class: Main

Phone: (732) 826-0155

Accreditation Extended To:

Program Name	Credential Level	Program Code	Program Category
Licensed Practical Nurse	Certificate/Diploma	51.1613	Licensed Practical/Vocational Nurse

114. Universidad San Ignacio De Loyola S.A.

Av. Industrial 3494

Member Since: 2014

Accreditation Expiration: 12/31/2022

Accreditation Status: Accreditation Continued

Student Achievement Disclosure Information: www.usil.edu.pe/nosotros/nuestras-acreditaciones

School Number: 00233044

Member Class: Branch

Phone: 51 1 3171000 3662

Accreditation Extended To: 12/29/2018

Program Name	Credential Level	Program Code	Program Category
Business Accounting (Contabilidad Empresarial)	Bachelor's Degree	52.0301	Accounting
Business Administration (Administración De Empresas)	Bachelor's Degree	52.0201	Business Administration and Management
Business And Systems Engineering (Ingeniería Empresarial Y De Sistemas)	Bachelor's Degree	11.1005	Information Technology Project Management
Industrial Engineering (Ingeniería Industrial)	Bachelor's Degree	15.1501	Engineering-Industrial Management
Marketing And Commercial Management (Marketing Y Gestión Comercial)	Bachelor's Degree	52.1401	Marketing/Marketing Management
Master's Degree In Entrepreneurship And Business Administration (Maestría En Administración De Negocios Y Emprendimiento)	Master's Degree	52.0201	Business Administration and Management

115. Universidad San Ignacio De Loyola

Av. La Fontana 750

School Number: 00061155

Member Class: Main

Member Since: 2014

Phone: 51 1 3171000 3661

Accreditation Expiration: 12/31/2022

Accreditation Extended To: 12/31/2018

Accreditation Status: Accreditation Continued

Student Achievement Disclosure Information: <http://www.usil.edu.pe/nosotros/nuestras-acreditaciones>

Program Name	Credential Level	Program Code	Program Category
Accounting (Contabilidad)	Bachelor's Degree	52.0301	Accounting
Agro-Industrial Engineering And Agribusiness (Ingeniería Agroindustrial Y Agronegocios)	Bachelor's Degree	01.1001	Food Science
Architecture And Urban Planning (Arquitectura, Urbanismo Y Territorio)	Bachelor's Degree	04.0201	Architecture
Art And Design (Arte Y Diseño Empresarial)	Bachelor's Degree	50.0409	Graphic Design
Business (Administración)	Bachelor's Degree	52.0201	Business Administration and Management
Business Administration (Administración De Empresas)	Bachelor's Degree	52.0201	Business Administration and Management
Business Administration And Finance (Administración Y Finanzas)	Bachelor's Degree	52.0201	Business Administration and Management
Business Administration –Executive Mba (Maestría En Administración De Negocios-Executive Mba)	Master's Degree	52.0201	Business Administration and Management
Business And Corporate Finance (Administración Y Finanzas Corporativas)	Bachelor's Degree	52.0201	Business Administration and Management
Business And Systems Engineering (Ingeniería Empresarial Y De Sistemas)	Bachelor's Degree	11.1005	Information Technology Project Management
Business Engineering (Ingeniería Empresarial)	Bachelor's Degree	11.1005	Information Technology Project Management
Business Sciences (Maestría En Ciencias Empresariales)	Master's Degree	52.0201	Business Administration and Management
Civil Engineering (Ingeniería Civil)	Bachelor's Degree	14.0801	Civil Engineering, General
Communication And Advertising (Comunicación Y Publicidad)	Bachelor's Degree	09.0100	Communication, General
Communications (Comunicaciones)	Bachelor's Degree	09.0100	Communication, General

Corporate Environmental Management (Gestión Ambiental Empresarial)	Bachelor's Degree	52.0201	Business Administration and Management
Culinary Arts (Arte Culinario)	Bachelor's Degree	12.0500	Cooking and Related Culinary Arts, General
Early Childhood Education (Educación Inicial)	Bachelor's Degree	13.0101	Education, General
Early Childhood Intercultural Bilingual Education (Educación Inicial Intercultural Bilingüe)	Bachelor's Degree	13.0101	Education, General
Economics (Economía)	Bachelor's Degree	45.0601	Economics, General
Economics And Finance (Economía Y Finanzas)	Bachelor's Degree	45.0601	Economics, General
Economics And International Business (Economía Y Negocios Internacionales)	Bachelor's Degree	45.0601	Economics, General
Education – Art And Humanities Specialization (Educación Con Especialidad En Letras Y Humanidades)	Bachelor's Degree	13.1019	Education/Teaching Indiv Scndry Spcl Ed Prgms
Education – Science And Technology Specialization (Educación Con Especialidad En Ciencia Y Tecnología)	Bachelor's Degree	13.1316	Science Teacher Education/General Science Tcher Ed
Education (Educación)	Bachelor's Degree	13.0101	Education, General
Entrepreneurship And Business Development (Administración Y Emprendimiento)	Bachelor's Degree	52.0701	Entrepreneurship-Entrepreneurial Studies
Environmental Engineering (Ingeniería Ambiental)	Bachelor's Degree	14.1401	Environmental Engineering
Food Industry Engineering (Ingeniería En Industrias Alimentarias)	Bachelor's Degree	01.1001	Food Science
Gastronomy And Restaurant Management (Gastronomía Y Gestión De Restaurantes)	Bachelor's Degree	52.0905	Restaurant/Food Services Management
Health Administration (Administración De La Salud)	Bachelor's Degree	51.2211	Health Services Administration
Hospitality Management (Administración Hotelera)	Bachelor's Degree	52.0901	Hospitality Administration/Management, General
Industrial And Commercial Engineering (Ingeniería Industrial Y Comercial)	Bachelor's Degree	15.1501	Engineering-Industrial Management
Industrial Engineering (Ingeniería Industrial)	Bachelor's Degree	15.1501	Engineering-Industrial Management
Information Systems Engineering (Ingeniería Informática Y De Sistemas)	Bachelor's Degree	11.0101	Computer and Information Science, General
International Business (International Business)	Bachelor's Degree	52.1101	International Business/Trade/Commerce
International Business Administration (Negocios Internacionales)	Bachelor's Degree	52.1101	International Business/Trade/Commerce
International Relations (Relaciones Internacionales)	Bachelor's Degree	45.0901	International Relations and Affairs
Law (Derecho)	Bachelor's Degree	22.0101	Law
Logistics And Transportation Engineering (Ingeniería Logística Y De Transporte)	Bachelor's Degree	14.0804	Logistics and Transportation Engineering
Marketing (Marketing)	Bachelor's Degree	52.1401	Marketing/Marketing Management
Marketing And Commercial Management (Marketing Y Gestión Comercial)	Bachelor's Degree	52.1401	Marketing/Marketing Management

Marketing And Commercial Management (Maestría En Dirección De Marketing Y Gestión Comercial)	Master's Degree	52.1401	Marketing/Marketing Management
Master'S Degree In Business Sciences – International Business And External Affairs (Maestría En Ciencias Empresariales Con Mención En Gestión En Negocios Internacionales Y Comercio Exterior)	Master's Degree	52.0201	Business Administration and Management
Master'S Degree In Business Sciences – Financial Management	Master's Degree	52.0201	Business Administration and Management
(Maestría En Ciencias Empresariales Con Mención En Gestión Financiera)	Master's Degree	52.0201	Business Administration and Management
Master'S Degree In Business Sciences – Human Resources Management (Maestría En Ciencias Empresariales Con Mención En Gestión De Capital Humano)	Master's Degree	52.0201	Business Administration and Management
Master'S Degree In Business Sciences – Project Management	Master's Degree	52.0201	Business Administration and Management
(Maestría En Ciencias Empresariales Con Mención En Gestión De Proyectos)	Master's Degree	13.0101	Education, General
Master'S Degree In Education – Education Management (Maestría En Educación Con Mención En Gestión De La Educación)	Master's Degree	13.0406	Higher Education/Higher Education Administration
Master'S Degree In Education – Higher Education (Maestría En Educación Con Mención En Docencia En Educación Superior)	Master's Degree	50.0409	Graphic Design
Master'S Degree In Graphic Design (Maestría En Diseño Gráfico)	Master's Degree	22.0205	Banking, Corporate Finance and Securities Law
Master's Degree In Business Law	Master's Degree	15.0805	Mechanical Engineering/Mech Technology/Technician
Mechanical Engineering (Ingeniería Mecánica)	Bachelor's Degree	14.4201	Mechatronics Engineering
Mechatronics Engineering (Ingeniería Mecatrónica)	Bachelor's Degree	36.0115	Music
Music (Música)	Bachelor's Degree	30.1901	Nutrition Sciences
Nutrition And Dietetics (Nutrición Y Dietética)	Bachelor's Degree	52.0201	Business Administration and Management
Nutrition Management (Maestría En Gestión De Negocios De Nutrición)	Master's Degree	13.0101	Education, General
Primary Education (Educación Primaria)	Bachelor's Degree	13.0101	Education, General
Primary Intercultural Bilingual Education (Educación Primaria Intercultural Bilingüe)	Bachelor's Degree	42.0101	Psychology, General
Psychology (Psicología)	Bachelor's Degree	44.0401	Public Administration
Public Administration (Maestría En Gestión Pública)	Master's Degree	13.1322	Biology Teacher Education
Secondary Education – Biologics And Chemistry Specialization (Educación Secundaria Con Especialidad En Biología Y Química)	Bachelor's Degree	13.0101	Education, General
Secondary Education – English Specialization (Educación Secundaria Con Especialidad En Inglés)	Bachelor's Degree	13.1321	Computer Teacher Education
Secondary Education – Informatics Technology Specialization (Educación Secundaria Con Especialidad En Informática)	Bachelor's Degree		

Secondary Education – Language And Literature Specialization (Educación Secundaria Con Especialidad En Lenguaje Y Literatura)	Bachelor's Degree	13.0409	Secondary School Administration/Principalship
Secondary Education – Mathematics And Physics Specialization (Educación Secundaria Con Especialidad En Matemática Y Física)	Bachelor's Degree	13.1311	Mathematics Teacher Education
Secondary Education – Social Sciences Specialization (Educación Secundaria Con Especialidad En Ciencias Sociales)	Bachelor's Degree	13.1316	Science Teacher Education/General Science Tcher Ed
Software Engineering (Ingeniería De Software)	Bachelor's Degree	14.0903	Computer Software Engineering
Tourism Administration (Administración En Turismo)	Bachelor's Degree	52.0903	Tourism and Travel Services Management

116. University of North America

12750 Fair Lakes Circle

Fairfax, VA 22033, United States

Member Since: 2014

Accreditation Expiration: 12/31/2021

Accreditation Status: Accreditation Continued

Student Achievement Disclosure Information: <https://uona.edu/disclosures/>

School Number: 00228584

Member Class: Main

Phone: (571) 633-9651

Accreditation Extended To:

Program Name	Credential Level	Program Code	Program Category
Business Administration	Bachelor's Degree	52.0201	Business Administration and Management
Business Administration	Master's Degree	52.0201	Business Administration and Management
Computer Science	Master's Degree	11.0701	Computer Science
Educational/Instructional Technology	Master's Degree	13.0501	Educational/Instructional Technology
English For Speakers Of Other Languages	Certificate	23.0101	English Language and Literature, General
Information Technology	Master's Degree	11.0101	Computer and Information Science, General
Information Technology	Bachelor's Degree	11.0103	Information Technology

117. Virginia International University

4401 Village Drive

Fairfax, VA 22030, United States

Member Since: 2008

Accreditation Expiration: 12/31/2021

Accreditation Status: Show-Cause

Student Achievement Disclosure Information: <https://www.viu.edu/our-university/about-viu/consumer-information-disclosure/>

School Number: 00023099

Member Class: Main

Phone: (703) 591-7042

Accreditation Extended To:

Program Name	Credential Level	Program Code	Program Category
Accounting	Master's Degree	52.0301	Accounting
Applied Linguistics	Master's Degree	16.0105	Applied Linguistics
Business Administration	Bachelor's Degree	52.0201	Business Administration and Management
Business Administration	Master's Degree	52.0201	Business Administration and Management

Computer Science	Bachelor's Degree	11.0701	Computer Science
Computer Science	Master's Degree	11.0701	Computer Science
English As A Second Language	Certificate/Diploma	32.0109	Second Language Learning
Graduate Certificate In Business Intelligence	Certificate	52.0801	Finance, General
Graduate Certificate In Information Systems	Certificate	11.0101	Computer and Information Science, General
Graduate Certificate In Information Systems Management	Certificate	11.0101	Computer and Information Science, General
Graduate Certificate In Information Technology Audit And Compliance	Certificate	11.1003	Computer and Information Systems Security
Graduate Certificate In Project Management	Certificate	52.0211	Project Management
Graduate Certificate In T.E.S.O.L (Teaching English To Speakers Of Other Languages)	Certificate/Diploma	13.1401	Teaching ESL/ESL Instructor
Information Systems	Master's Degree	11.0101	Computer and Information Science, General
Information Systems Management	Master's Degree	11.0101	Computer and Information Science, General
Information Technology	Master's Degree	11.0103	Information Technology
International Relations	Master's Degree	45.0901	International Relations and Affairs
Project Management	Master's Degree	52.0211	Project Management
Public Administration	Master's Degree	44.0401	Public Administration
Software Engineering	Master's Degree	14.0903	Computer Software Engineering
T.E.S.O.L	Master's Degree	13.1401	Teaching ESL/ESL Instructor



President & CEO
Michelle Edwards

Vice President, Accreditation
Perlter Walters-Gilliam

Vice President, Operations
Steven Gelfound

Manager of Policy &
Institutional Compliance
Karly Zeigler

Program Analyst
Shaniqua Smith

Senior Program Analyst
Terri Jelinek

Compliance Analyst (Contract)
Michelle Bonocore

Senior Systems Manager
Kay Ropko

HR Generalist, Accreditation
Coordinator
Andre McDuffie

Accounting Manager
Diane Durham

Accreditation Content Editor
David Moser

Senior Coordinator,
Accreditation Compliance
Cathy Kuoko

Updated as of 7/8/2019

Accrediting Council for
Independent Colleges and
Schools



Accrediting Council for Independent Colleges and Schools

POSITION DESCRIPTION

May 2018

Position: President and CEO
Type: Full time, Exempt
Reports to: ACICS Board of Directors
Supervises: Vice President of Accreditation and Vice President of Operations

Position Summary:

The President and CEO is ultimately responsible for the overall operations of the Accrediting Council for Independent Colleges and Schools (ACICS) and for the implementation of the policies and visions of the Council. The President and CEO provides leadership and direction to the staff and is the primary representative of ACICS with the member institutions, governmental, educational, agencies, professional organizations, and other accrediting agencies.

Responsibilities:

- Leadership of all ACICS activities and functions
- Implementation of Council directives and actions
- Liaison to Executive Committee
- Primary spokesperson for the Council
- Develop strong relations with the USDE, state regulators, other accrediting agencies, trade associations representing career colleges, and other ACICS constituents
- Effective performance management of ACICS staff
- Interaction with ACICS accredited institutions
- Assist in development and implementation of Strategic Plan
- Travel responsibilities as required to monitor accrediting activities and meet with colleagues
- Other tasks as assigned by the Board of Directors

Qualifications:

- Earned graduate or professional degree
- Ten years management experience that includes a demonstrated understanding of the career education sector in a post-secondary environment; or ten years management of a post-secondary educational institution
- Superior leadership and interpersonal skills
- Knowledge of accreditation and compliance, research and statistics, and curricular issues
- Experience in budget development, management, and investments
- Experience with media and government relations
- Experience working with volunteer boards
- Superior oral and written communications skills

(b)(6)

Employee Signature & Date

5/1/18

(b)(6)

Supervisor Signature & Date

5/1/18



MICHELLE L. EDWARDS

KEY STRENGTHS:

Excellent oral and written communication skills
Self motivated and goal-oriented
Strong organizational, business, and financial insights
Ability to work with minimal supervision and direction

EDUCATION:

Saint Leo University – Saint Leo, Florida
Master of Business Administration
B.A. – Business Administration – Management Specialization
Minor – Human Resource Administration

HIGHLIGHTS OF PROFESSIONAL EXPERIENCE:

- 2008 - Present **Delta School of Business & Technology.** Lake Charles, LA
Dean of Academics/Corporate Secretary. Responsibilities include providing leadership, vision and direction for the development and modification of the educational programs, creating an effective environment of academic and professional excellence while meeting the key educational, compliance and financial performance targets of the school, and establishing and communicating accountabilities and performance expectations for 20 direct reports consisting of both faculty and staff.
- Duties also include maintaining strict regulatory compliance in regards to state, accreditation and Federal guidelines, developing, monitoring and implementing policies for the selection, evaluation and training of faculty and discussing any areas of concern and promoting plans of action to improve conditions when necessary. Heavily focused on evaluation and development of course and program curriculum. Design and implement yearly faculty development activities.
- 2005 - 2008 **The Chamber SWLA.** Lake Charles, LA
Vice-President, Membership. Responsibilities include recruiting new members, retaining current members, creating new programs and events to stimulate growth in southwest Louisiana, and working to create economic development opportunities within our region. Duties also include involvement with creating and managing an annual budget of over \$600K, while providing support and services to over 1000 businesses in the five parish area.
- 2004 - 2005 **Randstad North America.** Atlanta, GA.
Specialty Agent. Responsibilities include building, managing, qualifying, and maintaining a portfolio of both existing clients and prospective clients, effectively recruiting, interviewing, retaining, coaching and developing Talent (temporary employees) to help them meet their professional goals, and marketing the employee's skills, knowledge and abilities to the right companies making the best match for the Client and the Talent. The main focus of my efforts is placing high end office positions while effectively managing the profitability of my portfolio.
- 2003 - 2004 **Affordable Residential Communities.** Based in Orlando, FL. Supporting locations throughout 11 states.
Field Training Specialist. Responsibilities include training management personnel on operating standards, procedures & software programs. Duties also include developing programs, evaluating and revising processes and implementing program enhancements and procedural changes. Instrumental in creating and establishing training curriculum designed to improve operating uniformity throughout the company. Scope of training executed involved one-on-one, as well as small to large classroom environments.



MICHELLE L. EDWARDS

PROFESSIONAL EXPERIENCE CONTINUED:

- 1998 - 2003 **Kinko's Inc.** Based in Orlando, FL.
Branch Trainer. Responsibilities include training and development of new and tenured coworkers in the 11 branches in the North Florida region. Facilitate entry and mid-level classes remotely as well as out of a training center. Additional responsibilities include: scheduling, administrative support, and liaison between management and co-workers.
Territory Representative. Responsibilities include managing 50-100 active accounts. Accountable for achieving growth, penetration and retention in all named accounts. Provides effective problem-solving and solutions-based selling for on-going customer satisfaction and interacts with multiple departments to ensure proper fulfillment and satisfaction of all orders.
- 1992 - 1998 **Arthur Treacher's Inc.** National Headquarters, Jacksonville, Florida. On site support provided to all Florida locations. In addition, provided locations throughout the company with phone support.
General Manager of Operations. Other responsibilities began at the Assistant Manager Level and up. Responsible for guest services, local store marketing, scheduling, ordering, loss prevention, payroll, hiring and terminating, P&L's, inventory, and continuously recruiting and training.
Franchise and Corporate Services. Responsibilities include coordinating and executing franchisee and new manager training, daily communication with franchisees and managers, maintaining franchisee files, initiated and completed all manual updates, coordinated uniform and equipment orders, frequent QSC and audit inspections, coordinated travel and lodging agendas for Directors, assisted in HR responsibilities such as due process, wage and labor, new hires, compensation, and benefits, as well as the liaison between Directors and contractors, suppliers, and vendors during construction and new unit development.

CIVIC AND PROFESSIONAL ORGANIZATIONS:

- 2015 – Present Accrediting Council of Independent Colleges and Schools (ACICS) Board of Directors
Current Chair Board of Directors/Council
- 2010 – Present Accrediting Council of Independent Colleges and Schools (ACICS) Evaluator
Focus: Team Chair, Business Specialist, Student Relations, and Educational Activities
- Junior League of Lake Charles, Inc. Board of Directors/President
- Louisiana Association of Private Colleges and Schools (LAPCS) Board of Directors
- Leadership Southwest Louisiana Council, Alumni Relations Chair
- Big Brothers Big Sisters Lunch Buddy
- Fusion Five Board of Directors
- Campfire USA Board of Directors, Chair – Board Development
- Profit and Loss Association, Member
- Louisiana Chamber of Commerce Executives (LACCE) Board of Directors
- U.S. Chamber of Commerce Institute of Organization Management



ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS

POSITION DESCRIPTION

Position: Vice President of Operations
Type: Full time, exempt
Reports to: President and CEO
Supervises: Accounting and IT contractors, Senior Systems Architect, and HR Generalist

Position Summary:

The Director of Operations is a member of the Senior Management team and ensures that ACICS has the proper operational controls, administrative and reporting procedures, and people systems in place to effectively grow the organization and to ensure financial strength and operating efficiency.

Responsibilities:

- Manage budgeting and resource allocation efforts alongside the other senior management team
- Ensure all technical initiatives align with the company's vision and goals
- Managing vendor relationships, including out-sourced relationships
- Establishing processes, protocols and procedures for improvement of IT service delivery and interoperability based on industry's best practices standards while maintaining the integrity of the IT subsets
- Bill and collect sustaining fees and invoice and collect visit deposits
- Preparation of monthly financial statements for the President
- Annual financial audit (will serve as a company contact to an independent auditor)
- Strategic financial input and leadership on issues of contracts and investments
- Lead effective recruiting and hiring practices and procedures necessary to recruit and hire an appropriate workforce
- Oversee payroll administration
- Negotiate with benefit providers for quality, full spectrum employee benefit programs
- Ensure benefit plans are administered in accordance with federal and state regulations and plan provisions are followed
- Direct facilities maintenance
- Coordinate space planning and use

Qualifications

- Bachelor's degree or higher in business or related field
- Understanding of business functions such as HR, Finance, IT etc.
- Demonstrable competency in strategic planning and business development
- Working knowledge of data analysis and performance/operation metrics
- Working knowledge of IT/Business infrastructure and MS Office
- Outstanding organizational and leadership abilities
- Excellent interpersonal and public speaking skills
- Aptitude in decision-making and problem-solving
- Demonstrated ability to create systems, processes, and policies for the overall financial management of a non-profit entity
- Demonstrated ability to prioritize and meet deadlines

- Ability to build and to function effectively in a team environment
- Integrity in handling sensitive and confidential information

(b)(6)

Employee Signature & Date

(b)(6)

Supervisor Signature & Date

Steven M. Gelfound

INFORMATION TECHNOLOGY EXECUTIVE

Network Design/Architecture Management	Manage \$15 million budget
Professional Microsoft Solutions	Project Management Professional
Expert Network Security Design and Architecture	LAN/WAN /IP/VPN/VOIP/Wireless Architecture
Video Conferencing Implementations	Storage/Records Management/Archival Expertise
Asset/Inventory Management	SOX /Regulatory Compliance
Security Management Expertise	Call Center Design
Strategic Planning and Expansion	Disaster Recovery/ Continuity Planning

SECURITY CLEARANCE

Top Secret

Certifications

PMP-CCSP-CCNA-CCNA Voice-INFOSEC-MCSE

Intelligent Decisions

05/2012 - Present

Program Manager

Program Manager for the Administrative Offices of the US Courts. Responsible for oversight and management throughout the contract. Develops cost estimates, run-rates and earned value reports as well as resource utilization for government COTR and Program Manager. Works with individual project owners (Government and Contractor) as well as individual team leads to provide project reports and ensure customer service. Expanded current contract from 10 to more than 50 FTEs, performing networking and server management, service desk, network engineering, VTC and IPT design and deployment, disaster recovery and COOP planning, network diversification, Identity Management and security services. Designed policies and architected for BYOD and MDM solutions for several customers

Symantec

11/2011 - 05/2012

Senior Transition Manager – Americas

Oversaw project management of MSS installations/transitions and customer integration teams. Developed detailed integration and solution plans, schedules, resource planning and status reports. Conducted project reviews to identify and address issues or roadblocks. Provided high-level customer interaction including measuring and monitoring of customer satisfaction and service quality. Evaluated MSS business processes and provided recommendations resulting in new global organizational structure and internal tools development.

National Center for Missing and Exploited Children (NCMEC)

04/2003 - 11/2011

Director, Information Technology

Managed 4 direct reports and 20 total staff who maintained enterprise solutions across 11 different locations. Established policies and procedures for implementation and support of enterprise solutions. Established the first NCMEC Security Council policies and regulations. Led selection process for the security software and hardware that ensured unauthorized access to sensitive database information. Directed, designed and managed implementation of a 24/7 call center operation that reunited missing children with their families after Hurricane Katrina in 2005. Architected and executed MPLS solution providing a fully redundant network. Researched and designed Cisco VoIP solution including critical call center application. Implemented NCMEC policy ensuring full compliance with the Sarbanes-Oxley (SOX) law requirements. Formalized enterprise Disaster recovery (DR) plan and COOP. Formalized procurement, change control, and inventory process. Directed the strategic plan allowing access to sensitive information to authorized law enforcement officials. Managed and architected several enterprise projects including Microsoft Exchange implementations, Network infrastructure implementations/upgrades, Collocation selection and implementation, Network security and monitoring, CRM, Enterprise VoIP solution with unified communications solutions, Contact center design, and lifecycle application development. Designed project plans and implementation timelines outlining major milestones and deliverables, presenting findings and recommendations with costs.

National Center for Missing and Exploited Children (NCMEC)	04/2002 - 04/2003
Information Technology Operations Manager	
Managed the implementation of all project initiatives, budgeting, personnel recruitment and performance reviews, with all day-to-day support and maintenance operations. Coordinated the implementation of a global virtual private network (VPN) using Cisco concentrators and FUNK radius servers. Directed and lead the Help Desk team in establishing formalized SLA and OLA. Managed the Help Desk and Network Support team Managers. Designed policies and procedures for organization procurement. Implemented and designed inventory control procedures. Executed the annual budget in coordination with organization and federal guidelines.	
Openwave Systems, Inc.	03/2000 - 11/2001
IT Lead Technology Specialist	
Collaborated with corporate worldwide IT departments to synchronize efforts and implement corporate goals. Installed all enterprise-wide software systems. Implemented a corporate-wide VPN network. Maintained and supported AVVID telephone and voicemail system. Provided second and third level desktop support for 2,700 employees worldwide.	
Ameristar Technologies, Inc.	02/1997 - 03/2000
Team Lead, Manager	
Managed onsite IT support at Blue Cross Blue Shield of Delaware (BCBSDE). Promoted to Manager, overseeing team of 5 desktop support specialists. Performed reviews and set goals for team members. Performed as senior member of BCBSDE team receiving all help desk tickets (i.e. hardware\software\printer problems, phone moves, and LAN troubleshooting), "triage" calls, and responsible for assigning calls to other team members. Converted 500 customers from windows 3.11 on a Novell network to Win95 on a NT4.0 network.	
EDUCATION	
Political Science, University of Delaware Management, University of Phoenix	
TECHNICAL TRAINING & CERTIFICATIONS	
<ul style="list-style-type: none"> ▪ Microsoft Certified Solutions Expert (MCSE) ▪ Cisco Certified Network Associate (CCNA) ▪ Cisco Certified Security Professional (CCSP) ▪ Information Security (INFOSEC) ▪ Certified Project Management Professional (PMP) ▪ Applied Management Certified Professional (AMCP) ▪ Information Technology Infrastructure Library (ITIL v3) ▪ Cisco ASA ▪ Nicira ▪ Swivel 	



Accrediting Council for Independent Colleges and Schools

POSITION DESCRIPTION

May 2018

Position: Vice President of Accreditation

Type: Full time, Exempt

Reports to: President

Supervises: Accreditation Coordinators, Program Analysts, Manager of Policy and Institutional Compliance, Accreditation Support Coordinators and contract staff as assigned

Position Summary:

The Vice President of Accreditation is the senior administrator of the Department of Accreditation and is responsible for the systematic and consistent implementation of policies, procedures and ACICS accreditation standards pertaining to assessment of institutional compliance, quality assurance, policy, and quality enhancement. The Vice President of Accreditation is also responsible for ensuring Agency compliance with USDE regulations and reporting requirements.

Responsibilities:

- Direct and implement the *Accreditation Criteria*
- Provide membership information, statistical data, institutional reports, budget information, and support to other ACICS departments as requested for technology support systems development and electronic data management
- Supervise manager responsible for institutional quality assurance and provide executive direction to all aspects of the accreditation/visit process
- Supervise manager responsible for the recruitment, training and development of evaluators
- Supervise manager responsible for screening, guiding, and developing initial applicants for accreditation; training and development of accreditation coordinators; and continued development of institutions through accreditation workshops
- Supervise manager responsible for coordinating and providing all institutional services, including processing of all requests for approval of institutional changes and expansion of campuses
- Manage complaints and investigation of adverse information, as well as the ARIG
- Supervise staff responsible for the implementation and monitoring of the PVP
- Manage all campus development operations and development of internal processes and internal quality assurance
- Direct the development of criteria related to distance and non-traditional education; evaluation of international educational institutions; and assessment of consortium and contractual arrangements proposed by member institutions

- Be responsible for systematically presenting reports from the evaluation visits for Council consideration; assisting the Council in the decision-making process; and coordinating the notification of Council actions to institutions, other agencies, and the general public
- Interact with membership and the general public regarding compliance and accreditation issues
- Travel responsibilities, as needed
- Other tasks as assigned by President

Qualifications:

- Earned master's degree from an accredited institution, preferably an MBA or MPP or master's degree in higher education policy
- Ten years of experience in postsecondary educational institutional management; knowledge of and/or exposure to the management of proprietary institutions; or, ten years' experience in management positions within accrediting or governmental agencies charged with oversight of postsecondary educational institutions; or, a combination thereof
- In-depth knowledge of accreditation and compliance issues
- In-depth knowledge of accreditation of online and distance education programs
- Five years of supervisory and team building experience
- Ability to manage and coordinate multiple tasks with varied deadlines
- Ability to work effectively with professionals of diverse backgrounds and qualifications within a collegial setting
- Functional competence with common office equipment, computer technology and software, and office procedures
- Effective professional interpersonal, oral and written communications skills
- Integrity in handling sensitive and confidential information
- Ability to manage and coordinate personal travel expenses and authorized travel expenses of staff and evaluators
- Desire and ability to travel as necessary, domestically and internationally

(b)(6)

Employee Signature & Date

(b)(6)

Supervisor Signature & Date

Perlter Walters-Gilliam

SUMMARY OF QUALIFICATIONS

Ambitious, results-oriented business professional with proven expertise in leading strategic teams to perform quality evaluations in the quality assurance and enhancement environment. Motivated achiever offering improved operational efficiency by developing and implementing successful systems and procedures. Capabilities include:

- Problem-solving skills
- Development of policies & procedures
- Strategic analysis
- Training and development
- Interpersonal & cross-cultural communication
- Accreditation compliance
- Project management
- Management of Remote Teams
- International Education

EDUCATION

Robert H. Smith School of Business, University of Maryland, College Park, MD

Master of Business Administration, Leadership and Strategy focus, May 2011

State University of New York at Plattsburgh, Plattsburgh, NY

Bachelor of Science in International Business, Magna cum Laude, May 2005

Bachelor of Arts in Spanish, Magna cum Laude, May 2005

EXPERIENCE

The Accrediting Council for Independent Colleges and Schools, Washington, D.C.

2007 – Present

➤ Vice President – Accreditation

2016 – Present

- Oversee the department and all critical functions pertaining to accreditation, including but not limited to, policy development and implementation, institutional compliance, institutional reporting, and onsite quality assurance monitoring.
- Manage a team of accreditation, policy, institutional compliance, and institutional development staff to include remote members.
- Interact with state and federal agencies on mutual areas of interest relative to institutional performance and compliance.
- Represent the agency at the Council of Higher Education Accreditation (CHEA) and United States Department of Education (USDE) meetings and other activities.
- Work with the President on daily accreditation matters including the defense of ACICS for its recognition with the USDE.

➤ Associate Vice President, Quality Enhancement & Training

2015 – 2016

- Oversaw quality enhancement activities, which include various workshops, Webinars, special orientations, and training support directed at member institutional representatives, volunteer evaluators, on-site evaluation chairs, and prospective applicants for initial accreditation.
- Managed the Evaluator training and development activities, which include the recruitment, vetting, training and development of volunteer evaluators and chairs of institutional evaluation visit teams.
- Led the review and preparation of initial applications for the ACICS accreditation process to include the systematic processing of initial applications—from inquiry stage to the initial grant of accreditation stage.
- Directed the recruitment, training and development of new accreditation staff to include the development of training and enhancement activities in the areas of accreditation evaluation and criteria implementation.

➤ Senior Manager, Quality Enhancement

2013 - 2015

- Managed workshops and other training delivery that enhance institutional effectiveness and regulatory preparedness.
- Evaluated and determined the compliance of over institutions with accreditation standards.
- Counseled institutions, primarily initial applicants, on achieving compliance with agency regulations.
- Conducted training needs analysis to design and launched professional development activities for a team of 15 travel coordinators.
- Managed the recruitment and training of over 1200 subject matter experts in the area of accreditation evaluations.

- **Manager, Institutional Development** **2011 - 2013**
- Operationalized the New Institutional Development function that resulted in a 30% membership growth
 - Consulted with potential applicants to assess eligibility and compliance, with a 95% success rate of applicants receiving the initial award during first review.
 - Explored international opportunities in countries that include Macedonia, Bahrain, India, Antigua, and Switzerland.
 - Coached and supervised a team of up to 5 junior coordinators on organizational processes and industry expectations.
- **Senior Coordinator, New Institutional Development** **2009 – 2011**
- Managed teams of subject matter experts to conduct on site evaluation visits to more challenging institutions.
 - Initiated the systematic review and monitoring of evaluation reports to include the quality of the templates and the final reports.
 - Served as a liaison with the department's leadership on exploring potential applicants and providing support and guidance.
- **Accreditation Coordinator** **2007 - 2009**
- Build and manage teams of subject matter experts from 4 to 15 members to conduct on site evaluation visits that assess the regulatory preparedness of institutions.
 - Managed the evaluation of more than 100 institutions that offer credentials from the non-degree to the master's degree level.
 - Worked closely with all types of institutions from single campus to large corporate school systems, with enrollments ranging from 10 - 10 000 students, and operations on-ground and online.

National Association for College Admissions Counseling, Alexandria, VA

2005 - 2006

Administrative/Program Assistant

- Supported the general management of the College Fairs programs by providing backing with the planning and execution of college fairs.
- Assisted in the development and implementation of programs that streamlined the management processes in the department.
- Managed the department's electronic database and Revenue Sharing programs.

ADDITIONAL INFORMATION

International Experience: High school Math Teacher on the island of Dominica; Semester Study Abroad in Monterrey, Mexico; Smith Global Studies to India; Business trips to India, Switzerland, Denmark, Bosnia & Herzegovina, Cayman Islands, Peru, and Taiwan; Consultations with institutions in Macedonia, Australia, India, Singapore, Jamaica, Spain, Paraguay, and Colombia to name a few.

References Furnished upon Request

Accrediting Council for Independent Colleges and Schools

CONTRACTOR AGREEMENT

Accrediting Council for Independent Colleges and Schools ("ACICS"), a nonprofit organization maintaining offices at 750 First Street NE, Suite 980, Washington DC 20002-4223, and Michelle Bonocore (the "Contractor") hereby agree as follows:

1. The Contractor is hereby engaged to perform the following services:

**CAR/PVP REVIEW/EVALUATOR OVERSIGHT/COMPLAINTS
(COMPLIANCE ANALYST)
(see supplements for details on review requirements)**

2. The services shall commence when this agreement is signed by both parties.
3. The Contractor will report to the Vice President - Accreditation and will consult with others as she shall designate.
4. The Contractor acknowledges that the services to be performed are assigned solely to that contractor, and the Contractor will not delegate or subcontract these services.
5. The Contractor shall be compensated [REDACTED] on a biweekly basis.
6. The Contractor will not be reimbursed for office expenses or equipment. However, ACICS will provide a laptop computer for ease of access to its system. This laptop should be used for the sole purpose of ACICS tasks. The Contractor will be reimbursed for other expenses only if they are approved by ACICS in writing in advance.
7. The Contractor acknowledges that confidential and proprietary information will be disclosed by ACICS during the term of this consulting agreement, and s/he agrees to use that information solely for the purpose of providing the services described herein unless otherwise authorized in writing in advance by ACICS. The Contractor will take reasonable care to prevent unauthorized disclosure of the information to others and will promptly notify ACICS of any possible unauthorized disclosure.
8. The Contractor acknowledges that ACICS is engaged in a continuous program of review, development, and enhancement and that s/he may make new contributions of intellectual property of value to ACICS in the course of performing consulting services. The Contractor will promptly disclose any such new intellectual property to ACICS and will otherwise maintain all information regarding it in confidence. The Contractor acknowledges that all such intellectual property shall

be the sole property of ACICS, and s/he agrees to assign and does assign all right, title and interest in it to ACICS or as ACICS may direct.

9. The Contractor represents and warrants that s/he has no other interest that will conflict with the duty to perform these services as stipulated, and s/he will not permit conflicts to arise that, explicitly or implicitly, call into question the independence and integrity of the consulting work.
10. The Contractor is an independent contractor rendering professional services pursuant to this agreement, and there is no employment, joint venture, partnership or other relationship between the parties. No employment is offered.
11. Notices pursuant to this agreement shall be made by email as follows and shall be effective when actually received:

to ACICS: pwgilliam@acics.org

with a copy to: medwards@acics.org and sgelfound@acics.org

to Contractor:

12. This agreement is in lieu of any, and all, other agreements and shall be governed and construed in accordance with the law of Virginia without giving effect to conflict of law provisions.
13. This is the entire agreement of the parties and either party have the right to terminate the agreement at any time, with or without cause, but providing at least two (2) weeks' notice to the other party.

ACICS

(b)(6)

by: Ms. Michelle Edwards
title: President & CEO

date: 3/18/19

Contractor

(b)(6)

Ms. Michelle Bonocore
Contractor

date: 3/18/2019

PROJECT SUPPLEMENTS TO THE CONTRACT

CAR AND PVP REVIEW EXPECTATIONS

1. Maintain CAR/Reporting inboxes to include responding to emails and requests (unlocking of CAR, show-cause/withdrawal responses, etc.)
2. Maintain the PVP verifications to be at 0 every week.
3. Prepare Program Withdrawal Appeals for the Council's review.
4. Maintain and track placement actions at the campus and program level, as a result of any revisions made since the Council's decision.
5. Evaluate campuses' compliance with show-cause disclosures – program and campus level.
6. Manage the licensure reporting requests as per Council's directive.

PROJECT REQUIREMENTS:

1. Access to the PVP Module as well as the verification inbox to manage placement verifications and reviews.
2. Access to the CAR and Reporting shared inboxes to manage all communication to and from campuses
3. Access to SharePoint to save any necessary documents and reports.
4. Access to the ACICS Member Center for all applicable portals and reports.

EVALUATORS' COORDINATING EXPECTATIONS

1. Maintain the evaluatormanager@acics.org inbox to include responding to emails and requests.
2. Update evaluator records as appropriate to include training completion, professional development, statuses, and account (ACTIVE/INACTIVE)
3. Monitor the GotoWebinar Reports to ensure completion of required training.
4. Communicate with evaluators, as needed, to request information or materials to maintain their ACTIVE status.
5. Conduct an audit of all ACTIVE evaluators for the following:
 - a. Currency on member/public, academic/administrative/NE statuses

- b. Current (within 5 years) resume, Independent Contractor Agreement, and Canons of Ethical Responsibility(annually)
- c. Training date
- d. Compliance with requirements of role – SR/ED/DE/CH/Licensure (as appropriate)

PROJECT REQUIREMENTS:

- 1. Access to the evaluatormanager inbox
- 2. Access to GoToWebinar
- 3. Access to ConstantContact
- 4. Access to SharePoint to save any necessary documents and reports.
- 5. Access to the ACICS Member Center for all applicable portals and reports.

COMPLAINTS AND ADVERSE REVIEW

- 1. Maintain the complaints_adverse@acics.org inbox to include responding to complainants and institutions.
- 2. Create case records in the Complaints management system for issues received via email or hard copy mail.
- 3. Communicate with complainants concerning the information submitted to include request for additional information, acknowledgement of complaint with follow up, and final action.
- 4. Communicate with institutions concerning notice of an open case, their response, and final action.
- 5. Clear Inbox and System to remain current on processing and review.

PROJECT REQUIREMENTS:

- 1. Access to the complaints_adverse inbox
- 2. Access to Complaints management system
- 3. Access to SharePoint to access and save any necessary documents and letters.
- 4. Access to the ACICS Member Center for all applicable portals and reports.

CONTRACT COMPENSATION:

Payment will be made on a biweekly basis.

PROFILE

Senior compliance and operations leader with 20+ years' experience in management guiding and reinforcing effective practice and change, managing regulatory compliance and achieving sales and service goals to maximize business operations. Demonstrated strong strategic development, resource management, business partnerships and employee relations skills achieving progressive results, regulatory compliance and performance standards.

ASSOCIATIONS

- Member New Jersey and Pennsylvania Private Career School Associations, Association of Private Career Schools and Colleges
- Evaluator, Accrediting Council for Independent Colleges and Schools - 1996 – 2014
- ACICS Intermediary Review Committee, Appointed 2010 - 2012

EDUCATION

Rutgers University , Newark, NJ	May 1998
M.A., Public Administration , Summa Cum Laude	
Montclair State University , Upper Montclair, NJ	May 1996
B.A. Psychology , Magna Cum Laude	

WORK HISTORY

Princeton Information Technology Center , Wyncote, PA	
Director, Institutional Effectiveness & Compliance	April 2016 - January 2018
Consultant	February 2018 - Present

- Responsible for all regulatory operational compliance activities for the campus to include state licensing Boards (PDE-PLS), Board of Nursing, Accreditation and Federal Title IV compliance.
- Responsible for keeping abreast of all regulatory changes and trends that can impact the operation and making adjustments in operations as necessary.
- Active participant with Pennsylvania Association of Private School Administrators (PAPSA).
- Developed and managed the compliance calendar to ensure all timelines and due dates were met.
- Lead the campus through ACICS reaccreditation process to include visit preparation and visit activities and all post visit responses to the accreditor.
- Lead the campus through the preparation and submission of the application, self-evaluation report (SER) and initial accreditation process for the transition from the Accrediting Council of Independence Colleges & Schools (ACICS) to Accrediting Bureau of Health Education Schools (ABHES). We proudly secured a four-year grant of initial accreditation.
- Responsible for managing all Federal Title IV Provisional Program Participation Agreement (PPPA) requirements imposed on ACICS schools for the 18-month window while seeking new accreditation after ACICS' loss of Department recognition.
- Responsible for all submissions to state oversight bodies and accreditors to include application and visits for new program submissions.
- Responsible for the oversight, completion and submission for annual reporting for the state licensing board, Board of Nursing and accrediting body.
- Provided sound business, managerial and financial guidance to management team as well as facilitating effective communication on a daily basis so as to reinforce teamwork and information sharing.
- improvement in the collections rate in first 60 days of employment.
- Responsible for the successful operation of the sales process and marketing of new and existing program launches.
- Effectively managed the academic programs, support activities and resources.
- Responsible for all campus and systems projects and successful implementation of work flow projects and ensuring compliance with regulatory requirements.

- Created, implemented, and balanced campus initiatives designed to increase new student enrollments and existing customer satisfaction levels.
- Human Capital Development: oversees the recruitment and development of, and retains excellent faculty and staff to include setting up development programs and timely performance reviews. Manages successions and develops staff for career growth.

Star Career Academy, NJ

2012 – 2016

Campus President 2015 – 2016

Director of Operations 2012 - 2015

- Lead campus through national accreditation process with ACCSC to include application preparation, workshop attendance, self - evaluation report completion while serving as campus president.
- Worked closely with Program Chair to secure new programs approval for culinary offerings through the state and accreditation.
- Actively supported and directed remote campus leadership through the accreditation process to include application completion and self-evaluation report submissions at multiple campus locations simultaneously.
- Review and make recommendations on all regulatory submissions to state and accrediting agencies.
- Coordinated and conducted mock accreditation visits at all eight campus locations to ensure campus compliance with state and accreditation requirements at all times.
- In conjunction with key campus level and support staff, navigated multiple campuses through regulatory challenges, development, monitoring and implementation of corrective action plans to correct areas of deficiency.
- Improved external referrals from government agencies by 115% in first year increasing student enrollment
- Increased graduate employment rates by 40%.
- Implemented strategies improving cash collections and revenue generation resulting in an 85% cash collections rate and 90/10 team compliance.
- Improved customer retention rates by 15% in the first 6 months and student satisfaction ratings by 35%.
- Increased employment contacts by 110% with job order to hire conversion rate of 76% through implementation of a new job matching process to better meet employer hiring needs.
- Managed a \$1.6M facility expansion project launching new campus culinary division.
- Responsible for all campus departments coordination and management including: sales, marketing, human resources, community outreach, customer satisfaction and ensuring compliance with regulatory guidelines.
- Lead grassroots marketing campaign generating 15% increase in inquiries.
- Responsible for profit and loss, budgeting, financial planning and business development.
- Managed executive level campus leadership and operations for eight remote educational facilities.
- Realized \$4 M company-wide savings through implementation of standardized organizational structure and procedures in first year.
- Increased social media presence and inquiry generation by 210% through sales and marketing.
- Implemented accountability tools and processes resulting in improved customer retention rates by 25%.
- Developed and launched 7 new educational programs.
- Managed the coordination and delivery of all departmental services across 8 remote locations to include human resources, sales and marketing, fiscal and budgeting, process and procedure development and implementation, customer satisfaction and business development.
- Implemented strategies improving cash collections/revenue with average collections rate of 84%.
- Increased program career placement results company-wide by 76%.
- Responsible for the coordination and management of all fiscal and human resource activities.
- Managed effective relationships and collaboration with all levels of personnel to meet organizational goals and improve process and procedures.

Anthem Education Group, Phoenix, AZ

2009 - 2012

Division Vice President, 2010 – 2012

Director of Operations, 2009 – 2010

- Responsible for the facilitation and support to 14 remote campus locations across the united states in the preparation of required submission of application and self- study reports for initial accreditation with ACICS.
- Responsible for the development and delivery of accreditation training program for 24 campus locations

- Conducted a review and assessment of company compliance with new accreditation standards when making changes to a new accreditor. Lead the corporate and campus teams in development and revision to existing operation policies and procedures to ensure compliance with new requirements.
- Responsible for the delivery of training on ACICS accreditation process for the campus leadership teams in preparation for the transition to this new accreditor.
- Responsible for the coordination and oversight of mock compliance visit teams to ensure the schools were operating in compliance.
- Active participant in the state and national career school associations to include meeting attendance and workshop participation.
- Hand selected by New Jersey Department of Education staff to participate in a meeting to evaluate new proposed rules and compliance with state regulation in relation to accreditation requirements.
- Responsible for working with campus locations to keep abreast of changes in the regulatory environment, new legislation and requirements that had potential impact on business operations.
- Worked with campus leadership and home office support team to develop corrective action plans and monitoring of progress for areas of compliance deficiencies with company, state, federal and/or accreditation compliance.
- Lead corporate support team through policy and procedure reviews and development with collaboration of campus level staff.
- Responsible for curriculum design and development and ensured adherence to state, accreditation and federal regulatory guidelines with 100% compliance.
- Managed \$100M revenue budget and executive team overseeing campus operations and ensuring regulatory compliance, fiscal responsibility and successful talent management for eleven locations.
- Developed purchasing and inventory systems establishing goals and benchmarks resulting in company-wide savings of \$3M.
- Managed effective relationships and collaboration with all levels of personnel to meet organizational goals and improve process and procedure.
- Influenced hiring and training of executive level leadership achieving optimal performance and an executive leadership team retention rate of 86%.
- Responsible for facility and lease management and the purchasing of capital equipment across the organization.
- Managed the coordination and delivery of all departmental services across 11 remote locations to include human resources, sales and marketing, fiscal and budgeting, process and procedure development and implementation, customer satisfaction and business development.

The Chubb Institute/High Tech Institute, Cherry Hill, NJ

2003 - 2009

Associate Vice President, 2008 - 2009

Campus President, 2003 – 2008

- Achieved multiple promotions and guided successful transition of company ownership.
- Lead the campus team through reaccreditation to include self – study development and accreditation visit readiness.
- Responsible for all state and accreditation submissions top include license renewals, annual reporting and periodic update reports as necessary.
- Managed a single campus, promoted into increased responsibility for a network of for-profit educational facilities consisting of 50+ employees per location.
- Responsible for generating targeted sales, customer retention and satisfaction, budgets, profit & loss and regulatory compliance. Increased student population from 190 to 450 students.
- Built strong relations and facilitated communication between school departments, external community relations and state and accreditation regulators.
- Responsible for curriculum design and development.
- Created processes for cohesive school operations and department communication.
- Managed the coordination and delivery of all departmental services to include human resources, sales and marketing, fiscal and budgeting, customer satisfaction and business development.



ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS

POSITION DESCRIPTION

Position: Senior Program Analyst
Type: Part-Time, non-exempt
Reports to: Vice President, Accreditation

Position Summary:

The Senior Program Analyst provides leadership in the review and executive consideration of applications submitted electronically from ACICS member institutions, and researches and evaluates the contents of the application for compliance with ACICS policies and procedures for subsequent action by the Council. The individual presents to the Executive Committee, on behalf of staff, the recommendations for substantive change applications as well as other procedural matters requiring the Council's attention.

Responsibilities:

- Prepare and present all materials relevant to a substantive change application for the consideration of the Executive Committee, in their capacity as the Substantive Change Review Committee
- Draft and transmit substantive change action letters following the EC meetings as well as prepare Substantive Change Meeting minutes
- Participate in Policy Review as it relates to Institutional Change processes and procedures.
- Understand the agency's *Accreditation Criteria* as it relates to the specific application processes and provide guidance to other program analyst staff
- Manage the updates made for all Substantive Change actions in the Department's DAPIP portal.
- Provide leadership in the review and revision of the requirements and templates for Applications to ensure currency with ACICS expectations
- Manage the program-level updates in the CRM (Personify) and Member Center to ensure accuracy in all records
- Analyze and evaluate the application with the relevant *Criteria* and procedural expectations and apply policies pertaining to standard requirements for various applications
- Maintain effective communication with institutions concerning the application materials and expectations to ensure a thorough review
- Prepare application review communication to institutions including those needing additional information, approvals, revisions, and denials, as appropriate
- Routinely communicate issues and concerns to the supervisor as needed

- Work in group format, or as needed, to ensure applications are processed within an established timeframe and with the highest degree of accuracy
- Perform other duties as assigned

Qualifications

- Advanced knowledge of ACICS Institutional Change processes and procedures
- Earned bachelor's degree from an accredited institution preferred or at least five years of experience in a professional setting
- Ability to utilize effective spoken and written communication
- Ability to proofread reports and correspondence with attention to details
- Ability to meet specific deadlines and quotas
- Capable of understanding existing accreditation policies and applying them in the analysis of substantive change and non-substantive change applications
- Adequate mathematical ability to verify calculations and formulas
- Knowledge of database systems, including experience in data entry, report management, and security and confidentiality protocol associated with database information

(b)(6)

Employee Signature & Date 11/5/18

(b)(6)

Supervisor Signature & Date 11/5/18

Terri Jelinek

PROFESSIONAL SKILLS

- Program Management; Strong interpersonal skills; Developing a climate of enthusiasm
- Proficient in Microsoft Office Suite (Word, Outlook, Excel, PowerPoint), Windows and Mac; Skillful in typing
- Proficient at completing research, reporting, and information management within demanding time frames
- Comprehensive support for executive-level staff; Excel at scheduling meetings, coordinating travel
- Excellent communication skills; Outstanding organizational skills; Creative thinking; Highly dependable
- Adept at developing administrative processes that reduce redundancy and achieve organizational objectives
- Superior customer service; Time management skills; Deadline driven; Multi-media experience; Results driven

EDUCATION

Bachelor of Science, Business Management, 2007

W. P. Carey School of Business, Arizona State University, Tempe, Arizona

GPA: 3.6 Magna Cum Laude

PROFESSIONAL PROFILE

USAF Thunderbird's Community Liaison Volunteer

July 2010-Present

- Administered and directed the 2010 back-to-school event with providing over 30 local school children with required supplies and hosting the class with a meet and greet luncheon at Nellis AFB.
- Pioneered the Thunderbird's "Angel Tree" adoption program for underprivileged children.
- Skillfully led 20+ Airmen to execute the Thunderbird's family carnival; largest squadron social event in 10+ years.
- Successfully coordinated and hosted the annual Aviation Nation Hangar Party where 750+ families were entertained.

NextCare Urgent Care Internal Corporate Communications and Media Relations

October 2009-July 2010

- Provided high-level administrative support to the Vice President of Sales and Marketing and created the Vice President's 2010 brand rollout plan that was successfully delivered to over 1000 employees.
- Proactively developed NextCare's entire Target Awards Program, resulting in NextCare winning the highly coveted Better Business Bureau Ethics Award for Business of the Year.
- Coordinated the preparation, planning and follow-up of NextCare's annual sales and marketing meeting.
- Reviewed on a regular basis, NextCare's public relations/sales results and metrics.
- Responded to verbal and written enquiries from NextCare's sales team and the VP of Sales and Marketing.
- Screened, assessed and anticipated workload based on the knowledge of the Vice President's priorities.
- Partnered with Cramer-Krasselt Public Relations to secure over 16 million circulation views and over \$2 million worth of ad value via NextCare's media campaigns in just four months.
- Successfully delivered NextCare's public relations and media campaign to all 6 NextCare markets, 56 medical clinics, and 1000 employees through ongoing communication efforts.
- Established and implemented mechanisms for communication to all employees and medical providers via NextCare's monthly corporate newsletter and intranet.
- Increased employee awareness for upcoming marketing and philanthropic events and encouraged employee participation and volunteer efforts through ongoing internal communication initiatives.
- Managed NextCare's charity program for community relationships with domestic abuse shelters.

NextCare Urgent Care Arizona Outreach Specialist

May 2009-October 2009

- Developed and maintained long-term positive working relationships with diverse targeted audiences including small businesses, large national accounts, insurance payors, physicians, schools, pharmacies, hotels, senior care centers, day cares, gyms, etc.
- Generated leads, managed a sales cycle, and successfully closed sales.
- Provided weekly reporting statistics and communication on both current and upcoming objectives.
- Represented 21 Arizona NextCare Urgent Care clinics at 50,000+ consumer-attended events and health fairs in order to promote NextCare's full-scope of services.
- Assisted in the development and execution of marketing plans and programs, both short and long range, to facilitate the profit growth and expansion of the organization's programs and services.
- Represented the organization to hospitals, plans, practices, local businesses and other referral sources within Arizona.

- Assisted in developing, planning and follow-up of requirements for functions, special events, open houses, orientations, displays, tours, etc.
- Worked to ensure that the local initiatives were accomplished within NextCare's marketing budget.
- Initiated a systematic schedule and process that accomplished quantifiable goals.

MedicAlert Foundation Nonprofit Outreach Specialist

July 2007-May 2009

- Honorably selected as the first outreach representative in MedicAlert's 53-year nonprofit history.
- Developed and implemented key and effective marketing/communication plans for all of Arizona.
- Influenced/counseled case managers, hospital staff, neurologists, endocrinologists, nurses, condition associations, the Alzheimer's Association, and the general public to use and promote MedicAlert and the MedicAlert+Safe Return Program.
- Worked independently from home office to successfully create and execute weekly sales calls and weekly status reports.
- Created a grassroots approach to marketing/sales for MedicAlert Foundation.
- Conducted weekly lectures, presentations to key decision makers/general public that helped drive MedicAlert's sales.
- Averaged 7+ physician office stops/calls each day while continuously promoting MedicAlert's life saving services.



ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS

POSITION DESCRIPTION (May 2017)

Position: Senior Coordinator, Accreditation Compliance
Type: Full-Time, Exempt
Reports to: Manager, Policy & Institutional Compliance

Position Summary:

The Senior Accreditation of Accreditation Compliance, in the Department of Accreditation, serves as a primary staff in the review and oversight of processes affected by conditioning or adverse Council actions, as well as in the management of campus and institutional closure in a manner consistent with the expectations of the *Accreditation Criteria* and the U.S. Department of Education. Further, this individual is an experienced member of the Accreditation staff with strong understanding and interpretation of the *Accreditation Criteria* to support in-depth work in policy development and review, coordination of the Intermediate Review Committee, support of the institutional review panels, and the Council meeting deliberations.

Responsibilities:

Institutional Compliance (75%)

- Manage and monitor the campus/institutional closure application process to ensure timeliness and thoroughness of review.
- Review and approve teach-out agreements and plans to ensure compliance with the *Accreditation Criteria* and Council's expectations.
- Manage the Review Board of Appeals process to include the coordination of any cases.
- Manage the recording and review of show-cause directives and adverse actions.
- Work with management on the drafting and preparation of formal Council communication.
- Provide support and guidance to institutions concerning campus closures, teach-out agreements, responses to show-cause directives, and other related accreditation matters.
- Support the leadership team in the acknowledgement of institutional withdrawal from ACICS accreditation and other accreditation-affecting reviews.
- Recommend, following appropriate review, intent to bar actions to the Council based on evaluation of institutional closure proceedings.
- Manage external requests for information on accreditation status, institutional closure, and other ACICS actions, to all constituents.
- Manage the public notification of relevant accreditation actions including the web site notices of adverse and conditioning actions.
- Update institutional and other stakeholder information in the database to ensure accuracy and currency.
- Coordinate onsite visits, as assigned.
- Other responsibilities as assigned.

Policy Review & Council Support (25%)

- Assist in the research and development, editing, and delivery of policy materials for the Policy meeting and subsequent Council meetings.

- Support the review and preparation of findings from institutional submission of Campus Accountability Reports, Retention and Placement Improvement Plans, and Interim Accountability Reports.
- Work with the manager of institutional compliance on the coordination and oversight of the Intermediate Review Committee.
- Assist the Manager of Institutional Compliance with the preparation for Council meetings to include file review assignments, meeting minutes, and accurate recording of decisions.
- Serve as Council committee liaison, as assigned.
- Other responsibilities as assigned.

Qualifications:

- Earned bachelor's degree required
- Above average understanding of ACICS standards and accreditation criteria
- Experience and proven success with the coordination of evaluation visits
- Analytical skills pertaining to institutional compliance issues
- Demonstrated ability to prioritize and meet deadlines
- Ability to function effectively in a team environment
- Effective interpersonal, oral, and exceptional written communications skills
- Integrity in handling sensitive and confidential information

(b)(6)

Employee Signature & Date

(b)(6)

Supervisor Signature & Date

10/11/18

CATHY KOUKO

SUMMARY:

Dedicated professional with 10+ years experience in customer service, accounting and administration. Demonstrated project management and interpersonal skills. Strong organizational ability and an excellent record of completing projects according to deadlines. Adaptable and quick learner able to work on own initiative and as a team towards achievement of company's goals and objectives.

CORE COMPETENCIES AND TECHNOLOGY SKILLS:

- Ability to multitask and prioritize
- Ability to deal with confidential material
- Ability to arrange complex travel & accommodations
- Excellent analytical and problem solving skills
- Typing Speed: 55wpm
- Quick Books & ADP Payroll
- MS Office applications: Word, Excel, Outlook, PowerPoint and Access

PROFESSIONAL EXPERIENCE:

Education Assistant/Project Coordinator

NCBFAA, Washington, DC

July 2012 – April 2013

- Edited the educational database achieving 95% accuracy thereby reducing cost
- Implemented a spreadsheet program for educational credits shortening the posting period
- Participated in the development and initiation of a five-year educational project to get accredited
- Initiated and wrote the education policy and procedures manual
- Provided customer service to association members via phone, fax & email
- Managed department accounts receivables & reconciliations
- Prepared department BOD accounting reports and account analysis
- Edited and updated the educational website
- Prepared and proofread marketing materials
- Assisted with special projects as assigned by the Educational Director

Executive Secretary

Helena's House Inc, Upper Marlboro, MD

September 2011 – May 2012

- Designed and executed an Inventory system cutting costs
- Streamlined daily office operations improving efficiency
- Scheduled and conducted preliminary job application process
- Scheduled staff in the five residences
- Managed correspondence with individual families, company vendors and suppliers
- Managed the appointment calendar
- Prepared meeting notices and agendas
- Maintained office supplies and inventory
- Provided administrative support to the President

CATHY KOUKO

Contractor Accounts Associate

July 2005 – April 2011

Tri-state Home Health Agency, Washington, DC

- Eliminated over six months backlog of contractors' invoice payments to the tune of 1000 invoices per month
- Revised forms and procedures to improve efficiency and accuracy by 80%
- Reviewed all contractor invoices and verified that they complied with Medicaid policies and procedures
- Audited medicaid billing claims
- Resolved contractors' complaints, invoice discrepancies and escalated when necessary
- Prepared contractor accounts payable and assisted with employee payroll
- Provided support to the CFO as needed

VOLUNTEER WORK

Omega Gospel Mission, Washington DC

February 2008 – October 2012

- Coordinated meetings and conferences
- Coordinated travel arrangements and catering
- Managed correspondence with guest speakers and attendees
- Prepared meeting material

EDUCATION:

MBA - Project Management, Grantham University, Kansas City, MO - December 2014

Certified Hospitality Professional (CHP) & Certified Hospitality Supervisor (CHS), American Hospitality Academy, Orlando, FL

BS, Hotel and Restaurant Management, Alliant International University, San Diego, CA .



ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS

POSITION DESCRIPTION

Position: HR Generalist; Accreditation Coordinator

Type: Full Time, Exempt

Position Summary:

The HR Generalist; Accreditation Coordinator is a duo role where the incumbent performs both roles simultaneously. Their primary duty is to handle the day-to-day management of HR operations including the administration of organization policies, procedures, and programs; while also coordinating the assessment of educational institutions' compliance with ACICS standards for accreditation.

HR Generalist Responsibilities:

- Ensure the compliance of all federal and state laws and regulations
- Guarantee benefit plans are administered in accordance with federal and state regulations and that plan provisions are followed
- Execute recruitment and onboarding activities for all personnel positions
- Handle all COBRA and unemployment matters
- Oversee payroll administration
- Manage employee relations

Accreditation Coordinator Responsibilities:

- Gain a clear understanding of ACICS accreditation standards and how they are applied to various types of institutions
- Provide support services to institutions as they seek various approvals from ACICS for any institutional changes affecting their maintenance of accreditation status with ACICS
- Coordinate on-site evaluation visits to institutions including securing evaluators for visits and arranging lodging, food, and travel
- Prepare professional correspondence in connection with each visit and finalize team reports
- Review, update, classify, and arrange for archiving of institutional files in the electronic data management system for future reference
- Prepare formal notifications of Council actions to institutions
- Perform support functions for committees and subcommittees, as assigned
- Prepare for and attend Council Meetings
- Other responsibilities as assigned

Qualifications:

- PHR/SHRM-CP preferred
- Earned bachelor's degree; relevant graduate degree preferred
- Creditworthiness

- Ability to coordinate and manage personal travel expenses and authorized travel expenses for evaluation team members
- Desire and ability to travel extensively as required—from 60% to 70% of the year
- Valid driver's license and clean driving record
- Two years of experience working in a project management setting, including functional competence with common office equipment, computer technology and software, and office procedures
- Demonstrated ability to prioritize, organize and meet deadlines
- Ability to build a team and function effectively in a team environment
- Effective and professional interpersonal, oral and written communications skills
- Integrity in handling sensitive and confidential information
- Ability to work with more than one functional manager in the management of each project

Reports to:

Vice President of Operations

(b)(6)

Employee Signature & Date

01/1/18

(b)(6)

Supervisor Signature & Date

Andre McDuffie, MS, SHRM-CP, aPHR

Education

State University of New York at Stony Brook | Stony Brook, NY
Masters of Science in Human Resource Management

August 2016

State University of New York at Geneseo | Geneseo, NY
Bachelor of Art in Communication

May 2011

Certifications

Society for Human Resource Management (SHRM)
Society for Human Resource - Certified Professional (SHRM-CP)

December 2016

HR Certification Institute (HRCI)
Associate Professional in Human Resources (aPHR)

August 2016

Professional Experience

Accrediting Council for Independent Colleges and Schools (ACICS) | Washington, DC

April 2013 - Present

The largest national accrediting organization of degree granting institutions that offer programs in professional, technical, and occupational fields.

HR Generalist (July 2016 – Present)

Responsible for the day-to-day management of HR operations including the administration of organizational policies, procedures, and programs; administer and guarantee benefit plans are in accordance with federal and state regulations; oversee payroll to ensure all federal, state, and local laws are adhered.

Achievements:

- HR representative for organization while performing duties concurrently with Accreditation Coordinator role
- Served as a member of the HR Certification Institute (HRCI) Standard Setting Panel to help with the creation and the implementation of the Associate Professional in Human Resources (aPHR) certification exam
- Worked with the Vice President, and other team members of Information Technology to integrate the payroll information collection into office intranet system
- Successfully converted all Human Resource files and documents into electronic format records that were uploaded into company's SharePoint HRIS system

Accreditation Coordinator (December 2017 – Present)

Provide support services to institutions as they seek various approvals from ACICS for any institutional changes affecting their maintenance of accreditation status with ACICS; conduct each site visit as a separate project and perform all activities as specified by ACICS to complete each project.

Achievements:

- Coordinated on-site evaluation visits across the country with teams of subject matter experts
- Solid project management skills scheduling visits, building teams, handling lodging, food, transportation, and serving as ACICS representative while on site at institutions

Senior Human Resources Coordinator (June 2015 – July 2016)

Onboard new hires by providing education and training on company policies and procedures through manuals, handbooks, and presentations; processed all enrollments into the wellness and wellbeing benefits. Processed updates and terminations to the benefits plans; administered the 403B and 401A retirement plans; submitted all retirement contributions and loan payments on behalf of employees.

Achievements:

- Created and implemented a disaster contingency plan
- Served on the Quality Control Committee for organization to ensure ACICS' written and digital communications and reports had no grammatical errors

Administration Coordinator (April 2013 – June 2015)

Performed full cycle recruitment for all internal openings; assisted in the execution of Annual Conference and State Association events; acted as building tenant liaison.

Achievements:

- Recruited and filled positions ranging from executive to entry level roles
- Managed two summer interns



ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS

POSITION DESCRIPTION

Position: Accreditation Content Editor
Type: Full time, Exempt
Reports to: Manager, Policy & Institutional Compliance

Position Summary:

The *Accreditation Content Editor* (Editor) applies Council policies and procedures in editing, disseminating, and storing various accreditation-related content and actions. These materials include, but are not limited to, evaluation visit reports, Council action letters, student achievement notices, institutional actions outside of Council review, and other communications to the field. In addition, the Editor is responsible for maintaining and updating guidance documents related to visit reports, motion letters, applications, and other communication materials to align with current Council policies and procedures.

Key Responsibilities:

- Oversee the editing, dissemination, and electronic storage of on-site visit team reports with the assistance of other staff, contract editors, and the Manager of Policy & Institutional Compliance.
- Oversee the editing, dissemination, and electronic storage of Council action letters along with the notifications with these letters, and accurate and timely publication of these actions on the ACICS website.
- Manage ACICS' record of institutional actions on the U.S. Department of Education's portal (DAPIP).
- Assist with the notification of Council actions to institutions, other agencies, and the general public in collaboration with the leadership team.
- Oversee the production and dissemination of the Certificate of Accreditation to institutions and campuses that have secured initial or renewed accreditation.
- Oversee the development, maintenance, and standardization of visit report templates, motion letter templates, editing guidelines, memo templates, application templates, and other communication materials to align with Council policies and procedures.
- Oversee the development and maintenance of the Council File Review process through the electronic storage system.
- Analyze, summarize, and report on team visit report information and review.
- Assist with production and editing of Council meeting minutes and communications to the field.
- Collaborate with leadership in developing, reviewing, and updating the ACICS Policies and Procedures Manual.
- Coordinate onsite evaluation visits, as assigned
- Serve as a Council liaison and support Council activities, as assigned
- Other duties and responsibilities as assigned.

Qualifications:

- Earned bachelor's degree from an accredited institution; master's degree preferred
- A minimum of three years of experience in accreditation or other related activities
- Excellent demonstrated ability to writing and editing professional letters and reports
- At least two years of experience working in a business office setting, including functional competence with common office equipment, computer technology and software, and office procedure
- Demonstrated ability to prioritize and meet deadlines
- Ability to function effectively in a team environment
- Ability to work under pressure and tight deadlines
- Effective interpersonal, oral, and written communication skills
- Integrity in handling sensitive and confidential information

PROFILE

Extensive pedagogical and andragogical experience as a language instructor, writer, editor, facilitator, curriculum developer, and manager in the US and abroad. Proven results in furthering subject matter acquisition and retention. Strong work ethic, able to take initiative and work with limited supervision as a team leader or member. Exacting editor and writer able to present complex concepts clearly and concisely. Bilingual in English and Spanish, with additional language studies in Latin, German, French, and Russian.

EXPERIENCE

04/2018 – Present Freelance Language Consultant

- Edit material written for scholarly journals which has been translated into English
- Design and develop contextualized English language teaching material, synthesizing job-specific vocabulary and phrasing with Bloom's Taxonomy and Quality Matters Standards

01/2016 – 04/2018 Curriculum Developer, UDC Community College

- On a TAACCCT grant from the US DOL, applied the ADDIE cycle to fully re-design and develop existing health care curricula content, training materials, training modules, and instructional aids for face-to-face, hybrid, and online teaching and learning, while incorporating contextualization and accelerated learning strategies to include literacy, numeracy, and soft skills
- Maintained course content master files, incorporating student and instructor feedback from end-of-course surveys into the quality assurance and course maintenance processes
- Conducted professional development workshops – including face-to-face, online, and web-conference sessions – for faculty and staff on curriculum best practices, implementation, and other relevant topics
- Contributed to an overall increase in course retention rates from 48% to 70%, and of certification exam results from 27% to 86% above the national average

10/2014 – 06/2015 Adjunct Faculty – ESL, Prince George's Community College

- Designed, developed, and facilitated "American English Pronunciation and Fluency" for Washington Suburban Sanitary Commission employees, and "Introduction to Spanish" for PG County Department of Social Services employees
- Received a 95% approval rating as "well prepared, knowledgeable, effective and responsive" from students in Introduction to Spanish course

10/2008 – 04/2014 ESL Facilitator, Southern Management Corporation

- Applied the ADDIE cycle to develop and facilitate a multi-level ESOL program for SMC employees
- Incorporated contextualized learning to include training material relevant to the job descriptions and responsibilities of SMC employees
- Created and maintained course content master files and student outcome data files to be shared with Property Managers, Training Coordinators, and Southern Management University Dean

01/2007 – 04/2008 Writer/Editor, Expert Editions, Inc.

- Collaborated with a large team of bilingual writers, editors, and educators to write/edit the K– 6 Teacher Edition for McGraw-Hill SRA's basal reading program, *Imagine It!* © 2008
- Vetted final manuscript with compositor, ensuring strict alignment with CA standards

10/2005 – 03/2006 Project Manager, Advanced Language Systems International

- Managed the creation of a multilingual translation test for use by the IRS
- Created four 100-question multiple-choice tests for Spanish component of test

10/1994 – 06/2007 English Language Trainer, World Bank

- Designed, developed, and facilitated courses in intensive English grammar, communication skills, and technical writing for Bank staff, economists, and executive directors

09/1988 – 06/1992 English Instructor, Video Idiomas, S.A.

- Designed, developed, and instructed English courses for employees of Banca March, Sol-Melia Hotels, Hotel Los Loros, Europcar, Sociedad Anonima de Autores, PepsiCo, and Bristol-Myers, Squibb in Madrid, Palma de Mallorca, and Ibiza, Spain

09/1987 – 06/1988 English Instructor, Centro Afuera, S.A.

- Developed and instructed English courses for junior and senior high students in Madrid, Spain

EDUCATION

BA, Beloit College: Classical Civilization/Philology

TRAINING & CERTIFICATES

- Online Teach-Only Capstone (2017)
- Online Learning Consortium (OLC): Essentials Part 1 (2017)
- Quality Matters: Independent Applying the QM Rubric (2017)
- Blackboard Collaborate Ultra (2017)
- CASAS: eTests Online Proctor, Coordinator (2016)
- American University TESOL Tactics & Techniques Pronunciation Workshop (2012)

PRESENTATIONS

- March 2018: League for Innovation National Conference, National Harbor, MD “Contextualized Learning for Workforce Students in the Healthcare Pathway”
- March 2018: COABE National Conference, Phoenix, AZ “Integrating Contextualized Learning and Soft Skills to Enhance and Advance Healthcare Career Programs”



ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS

POSITION DESCRIPTION

Position: Senior Systems Manager

Type: Full Time, Exempt

Position Summary:

The Senior Systems Manager (SM) is responsible for providing technological expertise and support of all ACICS IT solutions. The SM serves all the ACICS staff, performing a full range of technological functions, including on-site troubleshooting, systems and interactivity design, and system maintenance. He/she should proactively evaluate new systems, enhancements and products to determine capability, functionality, integration, cost, and appropriateness for supporting both current and future operations. This includes coordinating with suppliers of hardware and software platforms, equipment, and machines, technical and professional services. The SM is also responsible for the security system and video surveillance.

Responsibilities:

- Design, deploy, monitor, maintain, upgrade, and support new and existing Windows based network; this includes hardware, software, and peripherals, including storage area networks and backup infrastructure
- Management and understanding of VMware hosts, virtual machines and 3rd party plugins. Monitors systems, servers and equipment for performance, security and stability.
- Assist with the planning, purchasing, installation, maintenance and control of computer related hardware and software throughout the organization
- Manage external vendors and suppliers
- Participate in the IT Change Management and Asset Management processes
- Manage Active Directory, user accounts, passwords, mailboxes, database, file level permissions
- Provide training on an as needed basis on a variety of IT topics to staff, such as Microsoft Office, proper network usage, and new technologies.
- Maintain inventory of all office production, computer equipment and related software
- Review all necessary IT related invoices to ensure proper charges apply
- Assist with Council Meeting and IRC preparation
- Assist with workshop, meeting, and event preparation, as needed
- Assist VP of IT
- Supervise IT Support Specialist
- Available to work on-call support as necessary
- Such other responsibilities as assigned

Proficient with:

VMware, Microsoft Server and Desktop OS, AppAssure, Backup Exec, Remote Desktop, VPN, Firewalls, and SharePoint.

Qualifications:

Training and expertise in computer technology, networking, systems administration, interactivity, software, communications, and office procedures required. Professional dress and demeanor, the ability to prioritize and meet deadlines, ability to function effectively independently as well as in a team environment, exercise of independent judgment, problem-solving skills, and excellent interpersonal, oral and written communications skills

also required. Degree preferred, but not required, ongoing professional development required. IT Certifications desired in Microsoft, VMware or Cisco

Supervised By:

Vice President of Operations

(b)(6)

Employee Signature & Date

04/24/17

(b)(6)

Supervisor Signature & Date

4-24-17

SR SYSTEMS ARCHITECT

Senior Solutions architect adept at designing and implementing effective technical business solutions. Advanced levels of technical knowledge combined with sound business vision and project management skills. Exceptional problem-solving and written and verbal communication skills, with broad understanding of SQL databases, constituent management, financial management, and related applications. Enjoy leading teams to deliver end-to-end solutions to customers.

Experience	Sept 2014–Present	<u>Accrediting Council for Independent Colleges and Schools</u>	Washington, DC
		Sr. Systems Architect	
		<ul style="list-style-type: none">• Review and advise on use and configuration of ACICS's systems architecture, including a wide range of foundation technology such as server and storage virtualization, performance analysis and management, and enterprise infrastructure monitoring.• Participate in the discovery, documentation and refinement of business requirements to ensure alignment with technically viable solution designs.• Work with functional subject matter experts to collect and describe both current and future capabilities, operational activities, system functions, business processes, operational and system performers, and associated data and attributes.• Identify and analyze alternative system solutions considering costs, risks, and benefits, as well as system performance, usability, scalability, reliability, and maintainability.• Responsible for definition and improvement of software development methodology and processes.• Identify technical risks and provides mitigation strategies.• Oversee the financial, membership, and accreditation system activities including EDM/Millennium document management system, Website/Ektron content management system, eBusiness/Commerce systems and Sharepoint.• Responsible for full range of accounting support functions, from simple accounting tasks to the design and execution of major projects and administration of financial application (Great Plains).• Responsible for developing applications and reports to analyze the quality and completeness of all financial and business information and reports submitted to ACICS by member institutions.• Work with VP of Finance on overseeing all accounting and budgetary functions, including A/R and A/P reconciliation, calculation and billing of annual sustaining fees, grant renewals, and visit deposits.	
	Sept 2007–Sept 2014	<u>Bryant Business Solutions</u>	Millersville, MD
		Owner/Operator	
		<ul style="list-style-type: none">• Manage all phases of day to day operations of company. Direct financial management and company development.• Provide consulting services for the project management, implementation, training and ongoing support of Association Management System, Financial Systems and products.• Develop ongoing integrations from 3rd party products into business software applications.• Perform classroom and one-on-one training on AMS modules and tools• Complete full-scale conversion programming from legacy systems into new formats utilizing SQL programming.• Develop, program, test and implement complex stored procedures, triggers and processes as needed to satisfy client requirements.• Compile advanced reporting tools utilizing SQL, Crystal, Access and software specific programs to deliver required reports, extracts and data analysis.• Install, configure and document backend software to support the implementation including but not limited to: NT, SQL, SSIS, ETL, Business Objects Server, Great Plains, Quickbooks, Concur, Personify, BizTalk, Scribe and BI360 software.	
	July 2001–Sept 2007	<u>Intuitive Business Concepts, LLC</u>	Columbia, MD
		Managing Member	
		<ul style="list-style-type: none">• Manage all phases of day to day operations of company. Direct financial management and company development.• Provide consulting services for the project management, implementation, training and ongoing support of iMIS Association Management System and products.• Develop ongoing integrations from 3rd party products into iMIS applications.• Perform classroom and one-on-one training on iMIS modules and tools• Complete full-scale conversion programming from legacy systems into new formats utilizing SQL programming.	

- Develop, program, test and implement complex stored procedures, triggers and processes as needed to satisfy client requirements.
- Compile advanced reporting tools utilizing SQL, Crystal, Access and software specific programs to deliver required reports, extracts and data analysis.
- Install, configure and document backend software to support the implementation including but not limited to: NT, SQL, Cold Fusion, IIS, and Crystal Info Server.

April 1996–July 2001

Aronson Consulting, Inc.

Rockville, MD

Senior Technical Consultant

- Senior Technical Consultant certified in iMIS, a customer relations management, web and content management tool for the Association industry.
- Completed full-scale conversion programming from legacy systems into new formats utilizing advanced SQL programming.
- Developed, programmed, tested and implemented complex stored procedures, triggers and processes as needed to satisfy client requirements.
- Compiled advanced reporting tools utilizing SQL, Crystal, Access and software specific programs to deliver required reports, extracts and data analysis.
- Installed, configured and documented backend software to support the implementation including but not limited to: NT, SQL, ColdFusion, IIS, and Crystal Info Server.

1992–1996

Jackson and Tull

Seabrook, MD

Finance Manager

- Managed employees in the financial unit of the Aerospace Engineering Division.
- Developed proposals in response to government and commercial RFPs.
- Developed financial procedures and directives to ensure acceptable and sound fiscal planning and control.
- Developed and monitored the execution of the financial program; reviewed and analyzed contract program objectives and the effective utilization of contract funds; developed maintained and monitored financial reporting and accounting system.
- Prepared contract budgets; developed expense projections; and was responsible for the processing, preparation, administration and control of \$260+ million in NASA contracts.

1989–1992

Jackson and Tull

Gaithersburg, MD

Senior Financial Analyst

- Coordinated all submissions into a consolidated budget and financial forecast.
- Prepared and issued regular and special reports including NASA/GSFC Form 18-42's and NASA Form 533Ms.
- Reconciled all cost and budget data with accounting system.
- Prepared estimates for cost proposal; developed and maintained financial procedures to monitor expenditures of labor, overhead, materials and other costs on project activities.
- Conducted special studies and analyses of financial practices and procedures and documented recommendations to promote efficiency in the area of financial management.
- Monitored the status of costs versus budgets to prevent cost overruns; compared costs to total budget and to milestone schedules; reviewed and audited operating budgets periodically to analyze trends affecting budget needs. Maintained financial records of operation and compiled manpower and material cost estimates.

Technical Skills

Applications/Programming Tools:

Microsoft SQL, MSDE, Sybase, Cold Fusion, IIS, Microsoft Word, Excel, Access, MS Project, PowerPoint, Great Plains, Solomon, MAS90, Quickbooks, Crystal Report Writer, iMIS, Personify, BI360, Concur, and SharePoint.

Education/ Training

University of Maryland, College Park, MD

- Management Information Services
- Howard Community College, Columbia, MD
- Business Management/Finance

References Available on Request



**ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND
SCHOOLS**

POSITION DESCRIPTION

Position: Program Analyst I
Type: Full Time, non-exempt
Reports to: Vice President, Accreditation

Position Summary:

The Program Analyst reviews applications submitted electronically from ACICS member institutions, and researches and evaluates the contents of the application for compliance with ACICS policies and procedures for subsequent action by the Council.

Responsibilities:

- Understand the agency's *Accreditation Criteria* as it relates to the specific application processes
- Verify institutional compliance with all applicable standards in part of the review of the application submission
- Analyze and evaluate the application with the relevant *Criteria* and procedural expectations and apply policies pertaining to standard requirements for various applications
- Maintain effective communication with institutions concerning the application materials and expectations to ensure a thorough review
- Produce weekly reports on the status of applications approved, in-process and not yet reviewed, and in-process and waiting for additional information from the member institutions
- Prepare, as needed, all materials relevant to a substantive change application for the consideration of the Executive Committee, in their capacity as the Substantive Change Review Committee.
- Prepare application review communication to institutions including those needing additional information, approvals, revisions, and denials, as appropriate
- Routinely communicate issues and concerns to the supervisor as needed
- Work in group format, or as needed, to ensure applications are processed within an established timeframe and with the highest degree of accuracy
- Perform other duties as assigned

Qualifications

- Earned bachelor's degree from an accredited institution preferred or at least five years of experience in a professional setting
- Ability to utilize effective spoken and written communication

- Ability to proofread reports and correspondence with attention to details
- Ability to meet specific deadlines and quotas
- Capable of understanding existing accreditation policies and applying them in the analysis of substantive change and non-substantive change applications
- Adequate mathematical ability to verify calculations and formulas
- Knowledge of database systems, including experience in data entry, report management, and security and confidentiality protocol associated with database information

(b)(6)

Employee Signature & Date

4/5/18

(b)(6)

Supervisor Signature & Date

4/5/18

Shaniqua Y. Smith

Objective: I plan to earn a degree in business management and with that develop a chain of privately owned businesses, including restaurants and childcare facilities.

**ACICS
(Accrediting Council
For Independent Colleges
And Schools)
Washington, DC 20002**

July 2008- Present

As an administrative temp my responsibilities include scanning records, demonstrating the use of industrialized scanners. Other responsibilities include, organizing membership databases, preparing box numbers for scanning and filing purposes, filing, and copying documents needed for databases. During this process I type documents and correspondence from handwritten material or other draft documentation. I have mastered all new skills being taught.

**ACICS
(Accrediting Council
For Independent Colleges
And Schools)
Washington, DC 20002**

June 2007- August 2007

As an administrative temp I organized membership databases, filed newly submitted correspondence and other documents. Typing documents and correspondence from handwritten material or other draft documents was also included in my line of work. I expeditiously completed all tasks assigned.

**Smoothie King
College Park, MD 20740**

July 2005- January 2007

As a shift leader I supervised fellow workers, provided superior customer service skills in a timely manner, opened and closed the store, operated the cash register, took orders, prepared smoothies, maintained store cleanliness, restocked as necessary, washed dishes, book keeping, and bank transactions.

On a voluntary basis I decorated the store for the holiday season(s).

I received \$100 dollars on three different occasions for solely earning 100% on mystery shops.

Education:

TC Williams High School, High school diploma (spring, 2007)
Cheyney University of PA (fall, 2007)

Volunteer: **fall 2005 - spring 2007**

Mount Vernon Elementary School- Taught and helped young children to read during an after school program.

TC Williams High School- After school I stayed to clean classrooms. During lunch break on occasion I would help out in the office, screening calls, greeting visitors and parents, and answering phone calls.

Software:

- Microsoft Excel
- PowerPoint
- Word Perfect

Hobbies/Personal

- Reading
- Writing
- Online Exploring
- Member of the FBLA



ACCREDITING COUNCIL FOR INDEPENDENT COLLEGES AND SCHOOLS

POSITION DESCRIPTION

Position: Manager of Policy & Institutional Compliance
Type: Full time, exempt
Reports to: Vice President - Accreditation

Position Summary:

The Manager of Policy & Institutional Compliance is responsible for the overall management of those processes that affect Council decision making, including the policy review process, the Intermediate Review Committee, and Council sessions. These processes include critical areas of institutional compliance including administration of the ACICS Placement Verification Program (PVP) process, preparation of formal communication to institutions on behalf of the Council (team reports, teach out/campus closure letters, Council action letters, etc.), and providing relevant webinars and informational sessions to all constituents.

Key Responsibilities:

Policy: 25%

- Oversee the regular and systematic policy development, review, approval, and implementation processes
- Develop a system to enhance and improve the involvement of all constituents in policy review and drafting.
- Track and manage the research of policy issues in higher education as they relate to ACICS and its standards
- Coordinates the assignment for the research, review and drafting of policy items for the Council's consideration.
- Manages the preparation and publication of policy items at the Council meetings, along with the recording of actions and meeting minutes for follow up and final action.
- Works with leadership on the preparation and communication of the *Memorandum to the Field* as well as the hosting of the *AWARE*.

Institutional Compliance: 25%

- Oversees the collection and reporting of information through the ACICS Annual Financial Reports (AFR) and Campus Accountability Report (CAR) to identify trends for policy consideration as well as to ensure institutional compliance.
- Manages the implementation and review of the Placement Verification Program (PVP)
- Develop procedures to streamline the PVP to ensure consistency and institutional compliance.
- Develop guidance documents and training for staff and the institutions concerning the reporting of placement information, including presentations, webinars, and manuals.
- Provide guidance to critical stakeholders including staff, institutions, and state agencies, on institutional expectations on the placement verification program.

- Manage all Council actions related to institutional compliance including student achievement, the PVP, and periodic reviews.

Council Oversight: 50%

- Manages the tracking, preparation, and final communication of team reports to campuses undergoing review
- Oversees the receipt and preparation of institutional responses to inform the Council's decisions
- Manages the application, selection and oversight of the Intermediate Review Committee (IRC) to ensure compliance with ACICS and USDE regulations
- Works with leadership to assign institutional files for commissioner review as well as staff-liaison assignments
- Coordinates the file review process of the Council and manages the final review by the Council on every decision
- Works with the President to ensure the accurate and timely preparation of Council decision letters
- Prepares the Council Action Report for communication the USDE and for public notice
- Oversees the regular policy development, review, and approval process for ACICS to include staff and committee assignments, Policy Binder preparation, and final action.
- Manages staff policy review and staff policy and procedures workday
- Compiles, edits, and publishes the *Memo to the Field*
- Develops and facilitates the *AWARE* webinars as well as other webinars related to institutional compliance (Student Achievement, CAR/PVP)
- Manages the drafting, compilation and publication of minutes for the Council and its Committees

Qualifications:

- Earned bachelor's degree, master's degree preferred
- Advance knowledge of accreditation and compliance
- Ability to manage and coordinate multiple tasks
- Experience with web-based data entry forms and procedures, running database application reports, and performing back-end administrative tasks
- Demonstrated ability to organize and develop systems for tracking, prioritizing and meeting deadlines
- Ability to supervise and to build and function effectively in a team environment
- Effective interpersonal, oral and written communications skills
- Integrity in handling sensitive and confidential information

(b)(6)

Employee Signature & Date

4/5/18

(b)(6)

Supervisor Signature & Date

04.05.18

Karly S. Smith

PROFESSIONAL OBJECTIVE:

To obtain a challenging position that will allow me to utilize my strong organizational and communication skills, my educational background, and my ability to work well with people.

PROFESSIONAL SKILLS and QUALIFICATIONS:

- | | |
|--|--|
| -Strong oral and written communication skills | -Self-starter with solid time-management |
| -Highly organized with detailed planning skills | -Basic conversation skills in Mandarin Chinese and Spanish |
| -Proficient with Microsoft Office | -Knowledge of international corporate and educational structures |
| -Excellent interpersonal skills | -Strong work ethic in both individual and team settings |
| -Flexibility within various circumstances and environments | |
| -Open-minded to new ideas and experiences | |

EDUCATION and CERTIFICATION:

Bachelor of Science in Unified Elementary and Special Education May 2005

Keuka College, Keuka Park, NY

Concentration in Family and Child Studies GPA: 3.6, Graduated *Cum Laude*

License: Maryland State Elementary Education (Grades 1-6) and Special Education (Grades 1-8)

EMPLOYMENT EXPERIENCE:

Program Coordinator of Education (Temporary)

Envision, EMI, National Youth Leadership Forum on Medicine

Vienna, VA April 2010-August 2010

- Oversaw educational programs of 400 students
- Hired, trained and managed 23 staff members
- Addressed and resolved scholar/parent/staff concerns and conflicts
- Organized curriculum and supervised implementation
- Completed various tasks in a fast-paced environment and under strict deadlines to ensure program success
- Conducted meetings and presentations for staff and conference attendees

English as a Foreign Language Teacher (Jr. & Sr. High)

Taichung City Public Schools

Taichung, Taiwan, September 2007-January 2010

- Designed curricula for varied levels and abilities
- Trained adult professionals in English communication skills
- Researched, organized, and compiled various resources and activities for use in English program
- Implemented self-created lesson plans in an effective and engaging manner
- Created content and conducted English classes for adults and children
- Developed positive professional and collaborative relationships with an all-Taiwanese staff
- Communicated effectively at a basic level with non-English speaking staff/students
- Created lesson plans, spreadsheets, and presentations using Microsoft Office programs
- Edited and revised testing drafts and written works

4th Grade Inclusion Teacher/ Team Leader/Yearbook Chair
Charles County Public Schools, Dr. Samuel A. Mudd Elementary
Waldorf, MD, August 2005-June 2007

- Created lesson plans and activities that motivated students and engaged them in the learning process by infusing humor and other methods of intrigue
- Kept detailed records of classroom proceedings, student actions and correspondence with parents
- Compiled data on student success and program effectiveness
- Incorporated technology into instruction
- Assessed, analyzed and reported educational data for multidisciplinary meetings
- Generated and implemented objectives, goals, indicators and procedures for Individualized Education Plans to promote student success
- As Team Leader, kept grade-level team under budget and addressed needs of staff, and planned curriculum related activities
- Managed, designed, and organized school yearbook
- PBIS (Positive Behavioral Interventions and Supports) committee member

Substitute Teacher/Preschool
Abide In the Vine Childcare Center

Owego, NY, June 2003-July 2005 (Intermittently)

- Created and planned daily instructional lessons for children ages 1-12
- Developed activities for outdoor and indoor learning experience and recreation
- Engaged various teaching strategies for working with students of different abilities
- Used principles of behavior management to work with students with emotional disorders
- Assisted supervisor with secretarial tasks

Pharmacy Associate
Eckerd Pharmacy

Owego, NY, May 2000-August 2003

- Recorded and filed confidential information using online information systems
- Problem-solved complaints in a way that suited the best interest of customers and the company
- Completed prescription and drug inventories, automation services, and other clerical duties
- Carried out customer service duties

VOLUNTEER EXPERIENCE:

American Chamber of Commerce

Taichung, Taiwan September 2007-November 2010

- Assisted in coordination of fundraising functions (book sales, golf tournaments, dinner dances) through soliciting sponsors and participants, ticket sales, scheduling, and logistical support.

Taichung International Golf Society

Taichung, Taiwan, April 2008-January 2010

- Supported the Society with help setting-up and seeing to the needs of players in their Cross Straits Challenge Tournament. Logistical support was also given for their annual year end banquets.

Perlter Walters-Gilliam

From: Michelle Edwards
Sent: Thursday, March 21, 2019 6:21 PM
To: Mr. Richard Bennett; Dr. Adriene K. Hobdy; Dr. Lawrence Leak; Ms. Tibby Loveman
Cc: Perlter Walters-Gilliam
Subject: Show Cause Recommendation for Virginia International University
Attachments: Pages from 00023099_VirginiaIntlU_RA.pdf; 00023099_Virginia IntlU_RA-DF 4.20.18.pdf; 00023099_VIU_RA-AP.pdf; VIU ROA and letter Aug2018.pdf

Importance: High

EC:

Please find below a timeline of events concerning Virginia International University. Additionally, Perlter has provided context and a recommendation as a result of ARIG's discussion. This action would be consistent with previous actions we have taken when we are notified of adverse action taken by another accreditor or agency.

Timeline:

- We conducted a renewal of accreditation visit to VIU in January 2018 with 10 findings, see attached.
- The Council deferred action on VIU with two findings remaining at its April 2018 meeting, see attached.
- The Council awarded the institution a grant of accreditation at its August 2018 meeting through December 31, 2021, see attached.
- SCHEV conducted an audit of VIU August 14-16, 2018 and had 5 findings.
- 2/8/19 SCHEV notified VIU and ACICS of the audit and the recommendation to revoke the institution's license to operate, see attached.
- 3/21/19 SCHEV notified ACICS of their intent to pursue revocation.

Please let me know if you have any questions and if you accept the recommendation by ARIG to show cause the institution. I will need a motion, a second, and subsequent vote.

Thank you,
Michelle

From: Perlter Walters-Gilliam <PWGilliam@acics.org>
Sent: Thursday, March 21, 2019 10:21 AM
To: Michelle Edwards <medwards@acics.org>
Cc: Katie Morrison <kmorrison@acics.org>; Karly Zeigler <kzeigler@acics.org>; Steven Gelfound <sgelfound@acics.org>
Subject: Re: For ARIG Discussion - Virginia International University

Good morning everyone

I have spoken with Sylvia at SCHEV and her summation of their meeting is that their Council believes there is sufficient evidence to move ahead with the revocation of licensure action. The institution does have an opportunity to appeal that decision which would "buy them time" with a fact finding consultation which can have one of three conclusions (staff has 60 days from visit to issue report/recommendation):

1. Move ahead with revocation since additional review didn't address issues.
2. Consent agreement which could involve the school "teaching out" for closure and not just an abrupt revocation.
3. Clearing of the intent to revoke

This is similar to the ACCT review in 2016-2017. We did conduct our RA review to VIU in 2017 with my observation of Andre as staff, Adrienne as DE, and observation by Beth from ED. I do recall Adrienne having concerns with DE but I do not remember the findings that resulted or the subsequent Council action (deferral/CW).

Consistent with the expectations of the Criteria (the specific reference escapes me), I make the recommendation to the Executive Committee that Virginia International University be directed to show cause why it's Accreditation should not be suspended because of the State's decision.

Perlter Walters-Gilliam
Vice President - Accreditation
ACICS

"If I cannot do great things, I can do small things in a great way." Martin Luther King, Jr.

On Mar 20, 2019, at 9:46 PM, Michelle Edwards <medwards@acics.org> wrote:

<https://www.insidehighered.com/quicktakes/2019/03/20/virginia-regulators-move-shut-down-university>

Ms. Michelle Edwards
President and CEO
ACICS



August 15, 2018

ID Code 00023099(MC)

VIA EMAIL AND REGULAR MAIL

acicsinfo@viu.edu

Dr. Isa Sarac
President/CEO
Virginia International University
4401 Village Drive
Fairfax, VA 22030

Subject: Renewal of Accreditation - Approval

Dear Dr. Sarac:

At its August 2018 meeting, the Council acted to award your institution renewal of accreditation to offer programs through the master's degree level through December 31, 2021. This grant of accreditation includes the campus's continued approval to offer 50 percent or more of one or more programs through distance education.

The Council's renewal of this grant is an expression of its confidence that the institution will continue to review, monitor, and revise its operations to ensure the high quality of education toward which we must all strive.

Please contact Mr. Andre McDuffie at amcduffie@acics.org or (202) 336-6767 if you have any questions.

Sincerely,

(b)(6)

Michelle Edwards
President and CEO

- c: Ms. Cathy Sheffield, Accreditation and State Liaison, U.S. Department of Education
Ms. Sylvia Rosa-Casanova, State Council for Higher Education for Virginia
(sylviarosacasanova@schev.edu)
Ms. Rachel Canty, U.S. Immigration and Customs Enforcement, Student Exchange and Visitor Program (Rachel.E.Canty@ice.dhs.gov)



April 20, 2018

ID Code 00023099(MC)

VIA E-MAIL AND REGULAR MAIL

acicsinfo@viu.edu

Dr. Isa Sarac
President / CEO
Virginia International University
4401 Village Drive
Fairfax, VA 22030

Subject: Renewal of Accreditation - Deferral

Dear Dr. Sarac:

At its April 2018 meeting, the Council considered your institution's application for renewal of accreditation, the evaluation team visit report, and the institution's response to that report. The visit yielded 10 findings, of which the institution has resolved 8 to the Council's satisfaction. As a result of its review, the Council requires additional information for the following areas of the *Accreditation Criteria*:

1. Evidence that sufficient community resources are utilized in the business program (Section 3-1-512(c)). In response to the finding, the institution submitted documentation that several qualified guest speakers have addressed the business students. However, this was the only type of community resources utilized.
2. Evidence that course syllabi in the business and TESOL programs clearly identify the online delivery methodology (Section 3-1-513(a) and Glossary). The institution provided documentation that included a copy of one syllabus stating the faculty member will indicate if the class is online or residential, along with a new section in the syllabus outlining the outside use of online courses to help students. However, only one syllabus was provided and was not designated as either online or residential. Therefore, it is unclear if current students have the correct syllabus.

Council Action

Therefore, the Council acted to continue the current grant of accreditation through December 31, 2018, and to defer further action until its August 2018 meeting pending receipt of the following information:

1. Evidence that the business programs employ a variety of community resources to enrich the academic programs. Documentation must include, but is not limited to, a plan for the future use of various community resources during each term by the faculty along with a

schedule of community resource usage for the 2018 academic year. The campus must also submit a synopsis of each community resource activity that was scheduled to occur prior to June 29, 2018, as well as sign-in sheets that evidence student attendance, signed student waiver forms, and evidence of students on field trips or in other community involvement activities.

2. A list of all business and TESOL courses offered by the campus for the Summer II term, along with a syllabus for each course that contains all the required items as identified in the *Accreditation Criteria*. Each syllabus must contain all elements listed in the Glossary definition for syllabus. All syllabi must have prerequisites and course titles congruent to those listed in the catalog and indicate the learning modality of the courses.

The information or reports listed above must be received in the Council office electronically by **June 29, 2018**. The institution's ongoing attention and efforts toward continuous improvement are a very important component of its accredited status, and your responsiveness to this Council action letter is essential to a favorable outcome for both the institution and its students.

Please contact Mr. Andre McDuffie at amcduffie@acics.org or (202) 336-6767 if you have any questions.

Sincerely,

(b)(6)

Michelle Edwards
President and CEO

- c: Ms. Cathy Sheffield, Accreditation and State Liaison, U.S. Department of Education
Ms. Sylvia Rosa-Casanova, State Council for Higher Education for Virginia
(sylviarosacasanova@schev.edu)

Summary

Based on the team's review, the following areas require an explanatory response:

Number	Section	Summary Statement
1	3-1-111 and Appendices H and K	A distance education plan is not appropriately integrated into the Campus Effectiveness Plan (pages 68 and 69).
2	3-1-441(c)	Follow up studies on graduates are not conducted at specific measuring points following placement (pages 28 and 29).
3	3-1-512 and Appendix H, Section II, Institutional Readiness (b)	The institution does not have a distance education plan that includes the rationale, resources, course program objectives, content, or student assessment (page 68).
4	3-1-512(c)	Documentation of community resources is not sufficient in the business programs (page 40).
5	3-1-513(a) and Glossary	An appropriate externship agreement is not in place in the MBA program (page 41). Course syllabi in the business and TESOL programs do not clearly or accurately identify the online delivery methodology (pages 42 and 63).
6	3-1-542	Official transcripts are not available for two faculty members (page 26).
7	3-1-543	Current 2018 Faculty development plans are not on file for all faculty members (page 27).
8	3-1-701 and Appendix C	The catalog does not meet Council standards in some areas (pages 30 and 31).
9	3-1-703 and Appendix C	The reference to financial aid availability is not aligned with the requirements of the Criteria (page 33).
10	3-6-800	There is not a separate section for the graduate admissions procedures in the catalog (page 34).



Peter Blake
Director

COMMONWEALTH of VIRGINIA
STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
James Monroe Building, 101 North Fourteenth Street, Richmond, VA 23219

(804) 225-2600
www.schev.edu

February 8, 2019

Dr. Isa Sarac, President
Virginia International University
4401 Village Drive
Fairfax, VA 22030

Certified Mail: 7018 0360 0000 6304 6905

Dear Dr. Sarac:

I write to inform you that the staff of the State Council of Higher Education for Virginia (SCHEV) will report the results of Virginia International University's (VIU) most recent audit at the next feasible Council meeting, pursuant to 8VAC40-31-200(D) of the Virginia Administrative Code and in accordance with "Guidelines for Procedures Related to Audits of Certified Institutions" adopted by Council on January 14, 2019.

Staff will prepare a report recommending revocation of VIU's certificate to operate, and Council will review the report and determine the next actions to be pursued by staff. The options for action will include (but are not necessarily limited to): (i) allowing VIU to maintain its certification status; (ii) changing the VIU's certification to "conditional;" or (iii) initiating procedures, consistent with the Administrative Process Act, to revoke the school's certificate to operate.

SCHEV staff's recommendation to revoke VIU's certificate to operate is based on the following:

1. SCHEV staff conducted an audit of Virginia International University (VIU) on August 14-16, 2018.
2. SCHEV staff found five items of non-compliance.
3. Two of the non-compliant items were repeat violations from the October 2014 audit.
4. One item of non-compliance is of special significance because it adversely affects the quality of education at VIU.

The next Council meeting is scheduled for March 18-19, 2019 at Virginia Polytechnic Institute and State University (Virginia Tech) located in Blacksburg, VA. I have enclosed a Report of Audit detailing the five items of non-compliance that will be reported to Council. You are

encouraged to attend the meeting on behalf of VIU to respond to any questions that may arise. Once the agenda for the meeting has been finalized, I will provide additional information regarding the meeting times and locations.

If you have any questions, you may contact me at 804-225-3399 or via e-mail at SylviaRosaCasanova@schev.edu.

Sincerely,

(b)(6)

Sylvia Rosa-Casanova
Director, Private Postsecondary Education

Enclosures

c: The Honorable Atif Qarni, Secretary of Education
Mr. Peter Blake, SCHEV
Dr. Joseph G. Defilippo, SCHEV
Ms. Deborah Love, Senior Assistant Attorney General, Education
Ms. Michelle Edwards, President and CEO ACICS
Mr. Kipling Doan, Special Agent, DHS/ICE/ Homeland Security Investigation
Mr. Jason Kanno, Adjudicator, SEVP Analysis and Operations Center, DHS/ICE
Special Agent Matthew Schmitt, Homeland Security Investigation (HSI)

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

Report of Audit **Virginia International University (VIU)** **Audit Date: August 14-16, 2018**

Report Date: February 8, 2019

ITEMS OF NON-COMPLIANCE

1. INSTRUCTORS NOT QUALIFIED TO TEACH ASSIGNED COURSES **(Repeat Finding: October 2010 & October 2014)**

8 VAC 40-31-140(D)(4)

All instructional faculty teaching in a program at the master's level or higher shall hold a doctoral or other terminal degree in the discipline being taught from an accredited college or university. Exception to academic preparation requirements for instructional faculty may be made in instances where substantial documentation of professional and scholarly achievements and/or demonstrated competences in the discipline can be shown. The institution must document and justify any such exception.

Finding:

The faculty file reviewed by SCHEV staff did not support Jeffrey White's qualification to teach CMP557 or MBA640. The file does not include evidence of academic preparation to teach graduate level healthcare-related subjects.

2. INSTITUTION DOES NOT COLLECT ALL ITEMS JUSTIFYING ADMISSION **(Repeat Finding: October 2010 & October 2014)**

8 VAC 40-31-160(E)(1)

The postsecondary school shall maintain records on all enrolled students. At a minimum, these records shall include each student's application for admission and admissions records containing information regarding the educational qualifications of each regular student admitted that are relevant to the postsecondary school's admissions standards. Each student record must reflect the requirements and justification for admission of the student to the postsecondary school.

Finding:

I. VIU is not collecting relevant and proper documentation to prove that students are meeting its admissions policy. The following student files were reviewed and found to be missing documents:

Student	Missing documents
Bayarmaa Batchuluun	No Proof of English Proficiency
Gantsetseg Khishigdeleg	No Proof of English Proficiency
Seyedali Mirmoghtadaei	No Proof of English Proficiency
Teerapongphant Buasathaporn	Degree from foreign country not evaluated for equivalency
Bayarmaa Batchuluun	Degree from foreign country not evaluated for equivalency
Gantsetseg Khishigdeleg	Degree from foreign country not evaluated for equivalency
Ahmed Obans	Degree from foreign country not evaluated for equivalency
Merina Dangol	Degree from foreign country not evaluated for equivalency
Chisolu Nwofor	Degree from foreign country not evaluated for equivalency

II. In order to enroll in certain master's level programs at VIU, students who are identified as not having the "required background" must take some or all prerequisite undergraduate courses before enrolling in core courses. In some cases prerequisite courses may be waived at the Academic Advisor's discretion.

SCHEV staff noted the following items during the review of student records:

- Transcripts indicate students are granted undergraduate "transfer" credit for courses taken at foreign institutions. The file does not provide proof that the foreign degree was evaluated for equivalency to a US degree, nor does it indicate how VIU determined the foreign course is equivalent to the course the student was granted credit for.
- Transcripts reflect the undergraduate courses taken at VIU along with the undergraduate courses taken at a foreign institution for which a student was granted "transfer" credit. In some cases, VIU did not account for all prerequisites.
- Students are allowed to enroll in the prerequisite undergraduate courses simultaneously with graduate courses.
- The student record did not reflect sufficient information regarding the student's qualification to enroll in the master's program in the first place.

Student	Program
Tamrat W. Teare	MS Computer Science
Chisolu Tobenna Nwofor	MS Info Systems Management
Sumeet Hemnani	MS Info Technology
Merina Dangol	MPA
Nhung Thi Hong Le	MS International Relations

3. ADMINISTRATORS ARE NOT APPROPRATELY QUALIFIED

8 VAC 40-31-140 (F) (5)

Administrative personnel must be appropriately experienced and educated in the field for which they are hired, or receive documented, relevant training within the first year of Employment. Administrative personnel generally encompass individuals who oversee areas as outlined in operational and administrative standards. This includes by function, but is not limited to, titles of financial aid administrator; director of admissions; director of education; business officer or manager; director of student services (including counseling and placement), and the registrar.

Finding:

SCHEV staff determined Yoko Uchida Gursen was not qualified to act as Registrar at the time of hire in 2010 as she did not have the appropriate experience or training. In addition, there is no indication in the personnel record that she received training through a relevant group. The lack of training and experience may be a contributing factor in the lack of consistency of VIU's student records maintenance.

4. STUDENT FINANCIAL RECORDS ARE INADEQUATELY MAINTAINED; REFUNDS IMPROPERLY CALCULATED

8 VAC 40-31-160(E) (4)

The postsecondary school shall maintain records on all enrolled students including a record of all financial transactions between each individual student and the school including payments from the student, payments from other sources on the student's behalf, and refunds.

8 VAC 40-31-160(N) (1-12)

In accordance with § 23-276.3 B of the Code of Virginia, the school shall establish a tuition refund policy and communicate it to students. Each school shall establish, disclose, and utilize a system of tuition and fee charges for each program of instruction. These charges shall be applied uniformly to all similarly circumstanced students.

Finding:

Based on the student financial information provided at the time of audit, SCHEV staff determined the following:

- Zainab Ally should have received a refund at the time of withdrawal.
- SCHEV staff was unable to verify whether refunds were due for the following four students due to incomplete student files:

Sergio San Martin	Syed Khaja
Elchidos Kemelbaev	Yue Liang

5. ON-LINE COURSE OFFERINGS DO NOT MEET STANDARDS OF TRAINING

8VAC40-31-160 L (1-5)

All programs offered via telecommunications or distance education must be comparable in content, faculty, and resources to those offered in residence, and must include regular student-faculty interaction by computer, telephone, mail, or face-to-face meetings.

8VAC 40-31-140(C)

The course, program, curriculum and instruction must be of quality, content and length to adequately achieve the stated objective.

Overview:

SCHEV staff found the quality and content of the online education provided by VIU to be patently deficient. Notable concerns include: limited peer-to-peer and student-faculty interaction; failure of instructors to adhere to standards outlined in course syllabi; rampant plagiarism; graduate level courses lacking academic rigor; online courses that are not comparable in content to those offered in residence; and grade inflation. Inadequacies found in the online course offerings reviewed by staff were not limited to one area of study or one instructor. Instead, the low quality of education passing as online education at VIU affects all programs of study on the undergraduate and graduate level.

Audit Process:

Online classes reviewed were randomly selected and included:

- Undergraduate and graduate offerings
- Courses in business, computer science, project management, general education and Teaching English to Speakers of Other Languages (TESOL)
- Courses taught by nineteen different faculty members

Auditor review included:

- Online platform from the administrator point of view
- Student assignment submissions
- Student to student and faculty to student interactions
- Time students and faculty spent on the online platform
- Student grades

Statistics for online courses reviewed by SCHEV Staff

Period of review: Fall 2017, Spring 2018, Summer I 2018 and Summer II 2018

Total number of courses offered during period (excluding ESL): 385

Total number of online courses offered during period: 98 (25% of total offerings)

Number of online courses reviewed by SCHEV staff: 27 (26% of online offerings)

Number of online courses reviewed with no issues to report: 3 (11% of online offerings)

Findings

- I. **Limited peer-to-peer interaction** - Online classes require peer-to-peer interaction and a portion of the grade received is based on the quality of these interactions.
 - A. Peer-to-peer interaction was severely limited or impossible due to the number of students enrolled in certain classes. Out of the 98 online classes offered during the period reviewed, 26 (27%) had enrollments of three students or less. Eight classes (8%) had enrollments of one student. Even under the best circumstances, students cannot benefit from peer-to-peer interaction in classes this small.
 - B. Courses with more than three students did not fare better in peer-to-peer interaction. SCHEV staff noted very little peer-to-peer interaction in the courses reviewed. In many cases peer exchanges were inconsequential; such as "hello there, you explained very clear and easy to understand," (sic). SCHEV found no original, meaningful communication between peers in courses where peer interaction was reviewed
- II. **Limited faculty-student interaction** - Online courses require faculty engagement.
 - A. Out of the 27 online courses reviewed by SCHEV staff, only three (11%) were noted to have good faculty to student engagement.
 - B. Feedback provided by instructors was random and was not helpful in improving the learning experience. Instructors did not provide constructive feedback or comments on assignments and quizzes.
 - C. SCHEV staff randomly selected 11 courses and evaluated the amount of time each faculty member spent on the online platform for the class assigned.
 1. Hours clocked in by the eleven faculty members ranged from a low of 3 hours 34 minutes to a high of 78 hours 42 minutes.
 2. Four faculty members (36%) clocked into the class more than 42.5 hours during the 8-week online session. (Note: 42.5 hours is the actual time a 3 credit face-to-face class meets during a 15 week semester.)
 3. Four (36%) clocked in between 20 and 40 hours during the 8-week online session.
 4. Three faculty members (27%) clocked in for less than 10 hours during the entire 8-week session.
- III. **Failure of instructors to adhere to standards outlined in course syllabi or school policy**
 - A. While the discussion forum is part of the online learning experience, student responses did not reflect a clear understanding the topic of study, yet students were not penalized for substandard postings.
 - B. Although there's a clear policy on academic integrity, in most cases instructors did not follow policy when instances of plagiarism were detected. In some cases, the instructor would warn the student and in one case, two students received zeros for plagiarized work. This was not the norm, however.

- C. Although course syllabi instruct students to submit work in APA format, many students that did not follow the policy were not penalized.

IV. **Rampant plagiarism** - VIU has a policy for academic misconduct which includes a process by which plagiarism is to be handled by instructors. SCHEV found many instances of plagiarism that were not penalized although it was obvious to the auditors that the material submitted as students' work was not original. In many cases, students' own words, determined through student postings on the online platform, indicated a poor command of English including errors in grammar, spelling, word usage and punctuation. Yet the same students submitted assignments that were highly complex in word choice, vocabulary and organization. While these assignments raised red flags with the auditors, faculty either ignored the signs of obvious plagiarism or chose not to penalize the student.

A. SCHEV staff found:

1. Rampant examples of plagiarism in work submitted by students in 11 out of the 27 (41%) courses reviewed at the time of audit.
2. In all, 50 separate cases of plagiarism were detected during the audit. In only two of these cases did students receive a zero for the plagiarized work. None of the other plagiarized work reviewed by the audit team was penalized.
3. One student submitted plagiarized work for all assignments in one graduate level class. Even though he submitted no original work, he still received an A for the course.

V. **Graduate level courses lacking academic rigor**

- A. In one 600-level graduate course in computer science, the assigned textbook was described as "intended for use in a one- or two-semester undergraduate course in operating systems for computer science, computer engineering and electrical engineering majors."
- B. The answers to the multiple choice midterm exam for a graduate level course were readily available via an internet search.
- C. An instructor's solution sheet for a graduate level course included referenced articles obtained from Wikipedia.
- D. Student responses in several cases did not answer the question posed by instructor, but the students still received a full grade.
- E. In one course, a student submitted an assignment that was clearly for another class and still received a full grade for it.

VI. **Online courses are not comparable in content to those offered in residence**

- A. As noted in IIA above, only three out of 27 courses reviewed indicated an acceptable level of faculty to student engagement.
- B. Student engagement with classmates in online classes is also poor. Items I A&B above support SCHEV's finding that VIU's online courses lack peer-to-peer engagement.
- C. SCHEV staff randomly selected 11 courses and evaluated the amount of time each enrolled student spent signed into the online platform to complete

assignments and peer-to-peer engagement. In comparison to class attendance of 42.5 hours if the student had enrolled in a comparable face-to-face class, online students' "attendance" hours were far less.

1. There were 28 students enrolled in the 11 courses. Hours spent online ranged from a low of 7.5 hours to a high of 158 hours.
2. Four students (14%) clocked in more than 40 hours during the 8-week course.
3. Fifteen students (54%) clocked in between 21 and 40 hours during the 8-week online session.
4. Nine students (32%) clocked in for less than twenty hours during the entire 8-week session. SCHEV questions how a comparable level of work, peer-to-peer engagement and student-faculty interaction can take place in less than half the time it takes to attend a face-to-face class.

VII. Grade Inflation

A. Overall observations regarding grade inflation

1. Late submissions even when penalized did not affect the overall grade
2. Some students did not turn in assignments and class projects but the final grade did not reflect missed work
3. Instructors did not detect plagiarized submissions or chose to ignore the obvious signs. Surprisingly, in some cases where the work submitted was clearly not the student's own, the instructor feedback was positive, e.g. "well explained" or "good work."
4. Students responded incorrectly to questions on assignments and still receive full grades for the assignment.

B. Specific examples of grade inflation (Note: The examples below do not constitute all the instances of grade inflation found by SCHEV staff.)

1. CMP 570 - A graduate level computer class:
 - a. SCHEV staff reviewed a portion of the assignments submitted by students and detected 11 plagiarized assignments. Every student in the class submitted at least one plagiarized item. Five of the six students enrolled received final grades of A. The sixth student received an A-.
2. CMP 641- A graduate level computer class:
 - a. SCHEV staff reviewed three assignments for this course with the following results
 - i. Week 1 - None of the students followed the instructions for the assignment; all submissions included some plagiarism; three out of four students received 100% on the assignment and the fourth student received 70%.
 - ii. Week 2 - All four students plagiarized; all received 100% on the assignment.

- iii. Week 6 (Research Paper) - All four students plagiarized; one student plagiarized an entire research paper found on the internet, including its sources.
 - b. Three out of four students received final grades of A, the fourth student received an A-.
- 3. CMP 650- A graduate level computer course:
 - a. One student plagiarized every assignment, the midterm exam and the final exam and received a final grade of A.
 - b. The second student in the class plagiarized one assignment and received a final grade of A.
- 4. MBA500- A graduate level business course in "Managerial Communication":
 - a. All three students submitted writing assignments that contained errors in grammar, sentence structure, word usage, spelling and intelligibility.
 - b. Two students received final grades of A; one student received a B+.
- 5. MBA611- a graduate level business course:
 - a. The assignment directions instructed students to respond to questions in their own words but none did. Responses were directly plagiarized from other sources. SCHEV auditors concluded that students did not understand the material well enough to paraphrase what they read.
 - b. Nearly all students submitted work that contained plagiarism, poor grammar, incorrect word usage, misspellings and incorrect sentence structure.
 - c. Four final papers reflected students with extremely low levels of English proficiency. In their attempts to hide plagiarism, students substituted synonyms for words in their reports and created strings of nonsensical sentences in the process. Three of these students received final grades of A, one received a C. The following represent examples of wording from 2 different final papers:
 - i. "However, if the situation is happened even the company protected, the occupational disease is seeking so they need to get treatment earlier." (sic)
 - ii. "Faircheck will use Justice theory as battleship with the conflict of interests." (sic)
- 6. PMP620- a graduate level course in project management:
 - a. The assignment directions instructed students to respond to questions in their own words, but none did. Responses were simply plagiarized and the students were penalized for not following directions.
 - b. One student cited a source that he did not use. Instead, the submitted work was entirely plagiarized from a different source. The instructor called it a "perfect paper" and graded it "A."

- c. One student submitted a totally unintelligible paper by substituting synonyms throughout a plagiarized paper. The paper received a grade of 90. The student repeated this same technique for the midterm exam.
- d. Another student in the class submitted a paper filled with grammatical errors, incorrect word usage and non-standard formatting.
- e. There were five students enrolled in the course. Four received final grades of A, the fifth student received an A-.

VIII. Factor contributing to substandard quality of online education

The single most important factor contributing to the substandard quality of online education at VIU is the institution's acceptance of international students with an abysmally poor command of the English language. This is especially true for graduate level programs. It is unclear whether this an intentional recruiting decision or if it is the result of an admission policy that does not properly assess whether a candidate has sufficient mastery of the English language to engage in genuine graduate level work.

SCHEV's review of VIU's online course content indicates that the admission of unqualified students is the first of many impediments to a quality online education system. Unqualified students regularly submit plagiarized or inferior work; faculty turn a blind eye and lower grading standards (perhaps to avoid failing an entire class); and administrators do not effectively monitor the quality of online education being provided. That such substandard coursework could continue with no complaints from students, faculty or administrators raises concerns about the purpose of education at VIU.

Final SCHEV staff recommendation:

In accordance with "*Guidelines for Procedures Related to Audits of Certified Institutions*" adopted by Council at the January 14, 2019 meeting, SCHEV staff will prepare a report for review by Council at its March 18-19, 2019 meeting recommending revocation of Virginia International University's certificate to operate. The basis for this recommendation is that VIU was found to have (i) a violation that adversely affects the quality of education; and (ii) repeat violations from an audit conducted in the past five years.

This report concludes that the courses and instruction by VIU Online fail to meet quality and content to adequately achieve the stated objectives of the programs offered. Additionally, SCHEV staff believe that the deficiency of the education provided by VIU is not limited to online courses. This conclusion is based on the following:

- Students who regularly plagiarize in online classes are equally likely to submit plagiarized work in face-to-face classes.
- The lack of English proficiency in the student population of VIU would not only affect their online courses, but their face-to-face courses as well.
- Faculty teaching online courses also teach face-to-face classes. SCHEV staff conclude that faculty members who ignore or cannot identify flagrant plagiarism in an online class

will not be better equipped to recognize and penalize such academic violations in a classroom setting.

- SCHEV reviewed over 60 student transcripts and noted no discernible difference in the grades received for online courses versus face-to-face coursework. If all factors are equal, including submission of inferior work by students, the limited English proficiency of enrolled students, and faculty inability or unwillingness to penalize plagiarism, then the quality of face-to-face instruction would also likely be of unacceptable quality. As such, SCHEV concludes that the only reasonable recommendation staff can make to Council is revocation of the certificate to operate.

VIU Audit
August 14-16, 2018

Online courses reviewed

- APLX 530 Language Teaching Methods, Summer II 2018 (Shufang Ni)
- APLX 572 Technologies for Language Learning (Marietta Bradinova)
- APLX 630 Sociolinguistics in the Classroom Spring 2018 (Marietta Bradinova)
- BUSS 154 Intro to Import/Export Management Spring 2018 (Osman Masahudu)
- BUSS 210 Intro to Business Spring 2018 (Lena Starr)
- BUSS 312 Organizational Theory Spring 2018 (Lena Starr)
- CMP 375 Human-Computer Interactions Spring 2018 (Salman Qureshi)
- CMP 467 Database Systems for web applications Fall 2017 (Alla Webb)
- CMP 498 Capstone Project Spring 2018 (Manuel Medrano)
- CMP 551 Research Methods Fall 2017 (Alfred Basta)
- CMP 570 Enterprise Information Systems Fall 2017 (Darceil Tolliver)
- CMP 641 Operating Systems, Sumr II 2018 (Alla Webb)
- CMP 650 Software Design Fall 2017 (Alla Webb)
- ECON 207 Intermediate Microeconomics (Srinidhi Anantharamiah)
- ENG 113 English Composition Spring 2018 (Sean Ulbert)
- GEOG 101 World Geography Spring 2018 (Christine Rosenfeld)
- GOVT 632 Comparative Politics Spring 2018 (Emrullah Uslu)
- GOVT 790 Advanced Research Project Spring 2018 (Klara Bilgin)
- MBA 500 Managerial Communication Spring 2018 (Seth Gillespie)
- MBA 514 Marketing Management Spring 2018 (Yun Lee)
- MBA 514 Marketing Management Summer I 2018 (Yun Lee)
- MBA 523 HR Law, Sumr II 2018 (Ashley Newell)
- MBA 611 Business Law and Ethics Spring 2018 (Ashley Newell)
- MBA 641 Economics of Healthcare and Policy Spring 2018 (Jeffrey White)
- PMP 615 Risk Project Management Spring 2018 (Seth Gillespie)
- PMP 620 Contracts and Project Procurement Management Spring 2018 (Seth Gillespie)
- STAT 200 Intro to Statistics Spring 2018 (Zelalem Chala)



March 22, 2019

ID Code 00023099(MC)

VIA EMAIL AND UPS DELIVERY

acicsinfo@viu.edu

Dr. Isa Sarac
President and CEO
Virginia International University
4401 Village Drive
Fairfax, VA 22030

Subject: Show-Cause Directive – External Information

Dear Dr. Sarac:

The Council reviewed the February 8, 2019, communication from the State Council of Higher Education for Virginia (SCHEV) recommending revocation of Virginia International University's certificate to operate in the State of Virginia, and confirmation from Ms. Sylvia Rosa-Casanova, Director of Postsecondary Private Education at SCHEV, that the Council had accepted the staff's recommendation at its March 18-19, 2019, meeting. This action raises serious concerns about academic quality at the institution as well as the institution's ability to continue to provide educational services to its students consistent with Sections 1-2-100(b) of the *Accreditation Criteria*.

Council Action

Therefore, the Executive Committee, acting on behalf of the Council, has directed the institution to show cause at a Special Meeting of the Council in May why its accreditation should not be withdrawn by suspension. The institution must **respond to this directive in person** and is required to review and follow the Council hearing procedures as detailed in Section 2-3-500 of the *Accreditation Criteria* and the "Schedule of Fees" listing on the ACICS website. The institution must provide the appropriate notification and fee within **ten business days, April 5, 2019**, of receipt of this notice.

In response to the show-cause directive, the institution must submit the following information, via the online Show-Cause Application, by **April 24, 2019**.

1. Evidence that the institution continues to be licensed to operate and to confer credentials in the state of Virginia. Documentation must include all communication between the institution and SCHEV as to the status of the institution's approval to operate. The institution is reminded that in the event of a revocation of its license to operate by the state, it is required to notify ACICS immediately of such action.

2. A complete response to SCHEV's February 8, 2019, letter which includes evidence that all academic activity, residually and online, is of sound academic quality. Documentation must be provided to demonstrate that students engage in substantive, course-related discussions online, and that faculty provide feedback and grading of corresponding depth. Similarly, that the quality of work in the classroom is reflective of the expectations of Section 3-1-500 of the *Accreditation Criteria*.

In addition to the online submission, five (5) hard copies of your response must be received in the ACICS office by the date indicated above. Failure to provide all information requested by the Council may result in the withdrawal of your institution's accreditation.

Institutional Teach-Out Plan

Further, in compliance with Section 2-3-230 of the *Accreditation Criteria*, the institution is directed to submit, via the **online application**, a Teach-out Plan that includes:

- a. A listing of students with the student name; program of study; expected graduation date; and status of unearned tuition, refunds due, and current account balance for each student.
- b. A listing of comparable programs offered at other nearby institutions, in the event that teach-out agreements or transfer arrangements are needed for students to complete their programs elsewhere.
- c. Identification of a custodian for all permanent academic records, in case of institutional closure, which includes contact information for this individual or entity and the process by which students can obtain their records.
- d. A description of the financial resources available to ensure that students can complete their programs or receive refunds if the institution does cease operations.

The Council is obligated to take adverse action against any institution that fails to come into compliance with the *Accreditation Criteria* within established time frames without good cause. Please consult the Introduction of Title II, Chapter 3 for additional information.

If you have any questions about this action, please contact Ms. Perliter Walters-Gilliam at pwgilliam@acics.org.

Sincerely,

(b)(6)

Michelle Edwards
President and CEO

- c: Ms. Cathy Sheffield, Accreditation and State Liaison, U.S. Department of Education
(aslrecordsmanager@ed.gov)
Ms. Nancy Gifford, U.S. Department of Education, School Participation Team, Region
III (nancy.paula.gifford@ed.gov)
Ms. Sylvia Rosa-Casanova, State Council of Higher Education for Virginia
(sylviarosacasanova@schev.edu)
Ms. Katherine Westerlund and Mr. James Hicks, U.S. Immigration and Customs
Enforcement, Student Exchange and Visitor Program
(katherine.h.westerlund@ice.dhs.gov) (james.d.hicks@ice.dhs.gov)



May 28, 2019

ID Code 00023099(MC)

VIA EMAIL AND USPS DELIVERY

acicsinfo@viu.edu

Dr. Isa Sarac
President and CEO
Virginia International University
4401 Village Drive
Fairfax, VA 22030

Subject: Continued Show-Cause Directive – External Information

Dear Dr. Sarac:

At its May 2019 meeting, the Council reviewed your institution's response to the show-cause directive issued in the letter dated March 22, 2019, regarding the State Council of Higher Education for Virginia's (SCHEV) staff recommendation and Council acceptance of the intent to revoke Virginia International University's (VIU) certificate to operate. The Council also considered the testimony provided by the institution's leadership at the hearing before the Council on May 8, 2019. As a result of its review, the Council notes the following:

1. Following its August 2018 audit of VIU and prior to its February 2019 provision of the report of the audit, SCHEV issued a certificate to operate, with an "unconditional status," to VIU in September 2019. At this time, the institution continues to be licensed to operate and to confer credentials in the state of Virginia until a final action is taken by SCHEV, following the institution's appeal, if applicable. VIU has an informal fact-finding conference with SCHEV scheduled for May 29, 2019, in Richmond, Virginia.
2. VIU has temporarily ceased operation of its distance education program for the Summer 2019 term and notified its students of the online hold and the reasons for it. Therefore, while the institution has also indicated its willingness to discontinue all distance education course offerings, if necessary for the health of its operations, it has not yet done so.
3. To improve the quality of its residential course offerings and its future distance education offerings, the institution has implemented the following, among others:
 - a. A 5-student course minimum for its online courses, with exceptions for courses necessary to fulfill students' program requirements, in order to ensure an appropriate amount of peer interaction is possible;
 - b. A change to requiring all course assignments to be submitted to Turnitin to check for academic integrity. Previously, the use of Turnitin for assignments was optional. The institution has identified and acted on more instances of plagiarism,

- using Turnitin, and review by faculty and its Quality Assurance department, in the past few months since this implementation;
- c. Revision of the institution's online education manual for faculty teaching in the online setting;
 - d. Transformation of the institution's demo process, in which faculty show how they can perform tasks for online instruction, into required and supplemental training processes for online faculty, "regardless of their prior experience in teaching online education." This includes "a course on online course facilitation, as well as a course on the Canvas Learning Management System";
 - e. A new observation system for distance education courses, in which faculty preparedness and quality of course instruction and facilitation are evaluated by the faculty's program/department chair (and by another faculty member in the department if the course is taught by the chair), using "Course Readiness" and "Online Course Facilitation Observation" forms; and
 - f. Establishment of a "Scholarship & Academic Work" policy which identifies the institution's expectation for these areas, as well as the formal connection between its attendance policy, and the rigor of participation in online courses. Students' attendance is dependent on their contribution of meaningful and substantive participation, as well as timely completion of assigned activities.
4. The institution provided a teach-out plan and student audit which identify that, at the time of submission, there were 272 students enrolled in 20 programs at the institution. Most students enrolled are anticipated to graduate by December 2023. VIU provided a list of institutions, for each program, which offer similar programs which VIU students may be able to attend to complete their degrees in the event of institutional closure. One such institution is University of the Potomac, for which VIU provided a "teach-out agreement" effective December 31, 2017, and which appears more transfer agreement-like in nature.

Council Action

Therefore, given the continued uncertainty of the institution's authorization to operate by SCHEV, as well as the hiatus of its distance education program, the Council acted to continue the show-cause directive for subsequent review at its August 2019 meeting.

In written response to the show-cause directive, the institution must submit the following information by **July 19, 2019**:

1. A summary of the institution's fact-finding conference with SCHEV, to include the outcome of the conference. Documentation must include all communication between the institution and SCHEV as to the status of the institution's approval to operate. The institution is reminded that in the event of a revocation of its license to operate by the state, it is required to notify ACICS immediately of such action.
2. A status update and clarity on the institution's plans for its distance education offerings.

VIU must also provide immediate notification to ACICS upon the reinstatement of its online education program (at any time prior to, on, or after July 19, 2019). The Council reserves the right to conduct a visit to the institution to review the quality of the online program at any time following its reinstatement.

3. An updated audit of students, for the Teach-Out Plan, which shows their progression towards completion of their respective programs.

The information listed above must be received, via the existing online Show-Cause Application in the institution's Member Center, by the date indicated above. Failure to provide all information requested by the Council may result in the withdrawal of the institution's accreditation.

The Council is obligated to take adverse action against any institution that fails to come into compliance within established time frames without good cause, pursuant to Title II, Chapter 3, Introduction of the *Accreditation Criteria*.

If you have any questions about this action, please contact Ms. Perliter Walters-Gilliam at pwgilliam@acics.org.

Sincerely,

(b)(6)

Michelle Edwards
President and CEO

- c: Ms. Cathy Sheffield, Accreditation and State Liaison, U.S. Department of Education
Ms. Nancy Gifford, U.S. Department of Education, School Participation Team, Region
III (nancy.paula.gifford@ed.gov)
Ms. Sylvia Rosa-Casanova, State Council of Higher Education for Virginia
(sylvia.rosacasanova@schev.edu)
Ms. Katherine Westerlund and Mr. James Hicks, U.S. Immigration and Customs
Enforcement, Student Exchange and Visitor Program
(katherine.h.westerlund@ice.dhs.gov) (james.d.hicks@ice.dhs.gov)

Perlitter Walters-Gilliam

From: Rosa-Casanova, Sylvia <sylviarosacasanova@schev.edu>
Sent: Wednesday, June 19, 2019 12:51 PM
To: Perlitter Walters-Gilliam
Subject: Re: FW: VIU results from IFFC

Hi Perlitter

Thanks for this. I hope the move went well.

They currently have 16 100% distance ed students and I spoke with them today regarding options for those students. I also told them they must reach out to ACICS for possible assistance with placing the students that will be required to transfer. There are two students for which I have not yet received enough info to determine options. When that is all set, I have told them I will put our decisions for each student in writing and send it to them. I will copy you on it.

Sylvia

Sylvia Rosa-Casanova
Director, Private Postsecondary Education
State Council of Higher Education for Virginia (SCHEV)
101 N. 14th Street
Richmond VA 23219
(P) 804-225-3399 (C) (b)(6)
(F) 804-225-2604

On Wed, Jun 19, 2019 at 12:12 PM Perlitter Walters-Gilliam <PWGilliam@acics.org> wrote:

Hi Sylvia

Find attached the most recently submitted Quarterly report for the period July 1, 2018 – December 31, 2018. Consequently, the DE numbers may not represent the CURRENT enrollment as students may have since graduated. The next report is due August 1, 2019. Therefore, I am providing additional context on the data reported by the institution. Of the 25 students that are 100% online, it's projected to be around 13 right now with recent graduation dates. This may not account for drops, switch to fully on-ground, etc. Let me if you have any additional questions.

Year	Program Name	Education Lev
2019 - Q2	T.E.S.O.L	Master's Degr

2019 - Q2	Computer Science	Bachelor's Degree
2019 - Q2	International Business	Certificate/Diploma
2019 - Q2	Information Systems	Master's Degree
2019 - Q2	Graduate Certificate In Information Systems	Certificate
2019 - Q2	Information Systems Management	Master's Degree
2019 - Q2	Information Technology	Master's Degree
2019 - Q2	Software Engineering	Master's Degree
2019 - Q2	Public Administration	Master's Degree
2019 - Q2	International Relations	Master's Degree
2019 - Q2	Applied Linguistics	Master's Degree
2019 - Q2	Project Management	Master's Degree
2019 - Q2	Accounting	Master's Degree
2019 - Q2	Computer Science	Master's Degree
2019 - Q2	Business Administration	Bachelor's Degree
2019 - Q2	Business Administration	Master's Degree

Enrolled in 100% Distance Ed Classes

Enrolled in 1 or More Distance Ed Classes

Enrolled in 100% Distance Ed Classes Less scheduled Grads through 5.2019

Enrolled in 1 or More Distance Ed Classes Less scheduled Grads through 5.2019

(b)(6)

Vice President of Accreditation

Accrediting Council for Independent Colleges and Schools

Please note new address as of July 1, 2019

1350 Eye Street, NW | Suite 560 | Washington, DC 20005

www.acics.org | 202.336-6769 - P |

CONFIDENTIALITY NOTICE:

This communication is only intended for the persons or entities to which it is addressed or copied and may contain information that is confidential and/or privileged in some way. Distribution or copying of this communication or the information contained herein is not expressly authorized. ACICS reserves the right to disclose this communication as required by law without the consent of the persons or entities to which this communication is addressed.

From: Rosa-Casanova, Sylvia <sylviarosacasanova@schev.edu>
Sent: Friday, June 14, 2019 3:10 PM
To: Perliter Walters-Gilliam <PWGilliam@acics.org>
Subject: Re: VIU results from IFFC

That works for me. Thanks.

Sylvia Rosa-Casanova
Director, Private Postsecondary Education
State Council of Higher Education for Virginia (SCHEV)
101 N. 14th Street
Richmond VA 23219
(P) 804-225-3399 (C) 804-592-8772
(F) 804-225-2604

On Fri, Jun 14, 2019 at 1:29 PM Perliter Walters-Gilliam <PWGilliam@acics.org> wrote:

Hello Sylvia

Yes they are required to do so on their quarterly and annual accountability report. Unfortunately we are packed up because we will be moving over the weekend.

I can follow up next week once we get settled.

Perlitter Walters-Gilliam

Vice President - Accreditation

ACICS

"If I cannot do great things, I can do small things in a great way." Martin Luther King, Jr.

On Jun 14, 2019, at 12:37 PM, Rosa-Casanova, Sylvia
<sylviarosacasanova@schev.edu> wrote:

Hi Perlitter

Is VIU required to report if they have students that are only enrolled online? I didn't think they had 100% online students but they say they have 16 that are strictly online, 10 of which live too far away to attend face-to-face.

Sylvia Rosa-Casanova
Director, Private Postsecondary Education
State Council of Higher Education for Virginia (SCHEV)
101 N. 14th Street
Richmond VA 23219
(P) 804-225-3399 (C) 804-592-8772
(F) 804-225-2604

On Thu, Jun 13, 2019 at 2:39 PM Perlitter Walters-Gilliam
<PWGilliam@acics.org> wrote:

Thanks Sylvia! Have a great summer!

Perlitter Walters-Gilliam

Vice President - Accreditation

ACICS

"If I cannot do great things, I can do small things in a great way." Martin Luther King, Jr.

On Jun 13, 2019, at 2:35 PM, Rosa-Casanova, Sylvia
<sylviarosacasanova@schev.edu> wrote:

The resolution determined by senior SCHEV staff at the conclusion of VIU's Informal Fact Finding Conference (IFFC) was a consent agreement between the two parties. I have attached

a copy of the agreement. There are two page 3's because each party signed a separate page.

Sylvia Rosa-Casanova
Director, Private Postsecondary Education
State Council of Higher Education for Virginia
(SCHEV)
101 N. 14th Street
Richmond VA 23219
(P) 804-225-3399 (C) 804-592-8772
(F) 804-225-2604

<VIU consent.pdf>



Peter Blake
Director

COMMONWEALTH of VIRGINIA
STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
James Monroe Building, 101 North Fourteenth Street, Richmond, VA 23219

(804) 225-2600
FAX (804) 225-2604
www.schev.edu

CONSENT AGREEMENT

In re: Virginia International University

Pursuant to 8 VAC 40-31-220(A)(5), this Agreement is made by and between the Commonwealth of Virginia, through the State Council of Higher Education ("SCHEV" or "Council"), and Virginia International University ("VIU").

WHEREAS, SCHEV is the Commonwealth's coordinating body for higher education and pursuant to Title 23.1 of the *Code of Virginia* is required to oversee all aspects of the certification of private and out-of-state postsecondary institutions operating in Virginia; and

WHEREAS, VIU is currently certified by SCHEV to offer certain programs to its students in accordance with Virginia law, specifically pursuant to Chapter Title 23.1, Article 2, sections § 23.1-213 through § 23.1-229 of the *Code of Virginia*; and

WHEREAS, in accordance with 8 VAC 40-31-80(D) only the Council may refuse to grant certification, or revoke or suspend certification; and

WHEREAS, in accordance with 8 VAC 40-31-200 SCHEV staff conducted an audit of VIU on August 14-16, 2018; and

WHEREAS, SCHEV staff recommended revocation of the certificate to operate; and

WHEREAS, in accordance with 8 VAC 40-31-195 a school is entitled to exercise its rights under the Administrative Process Act (APA) (§ 2.2-4000 et seq. of the Code of Virginia) prior to the denial, suspension, or revocation of its certificate to operate; and

WHEREAS, VIU availed itself of its APA rights through an informal fact finding conference (IFFC) presided over by a senior member of SCHEV staff, and;

WHEREAS, at the conclusion of the IFFC both parties agreed to enter a consent agreement to resolve any outstanding issues, and;

WHEREAS VIU agrees that it has received due process;

THEREFORE, the parties agree as follows:

1. VIU agrees to offer education exclusively in a face-to-face modality for a minimum period of three years. At the conclusion of the three-year period (June 12, 2022), VIU may submit a "Request for Program Approval" form indicating programs/courses it requests to offer in a distance education modality. Proposed distance education content and platform shall be reviewed by SCHEV staff for compliance with 8VAC40-31-160L prior to approval.
2. VIU will be granted six months from the date of this signed consent agreement to review systems and procedures and implement all necessary changes to ensure compliance with 8 VAC 40-31-10 et seq.
3. SCHEV staff will conduct a limited scope audit of VIU no later than January 31, 2020 in which they will evaluate VIU's compliance with: faculty qualifications; student eligibility for admission; maintenance of student admission, academic and financial files; and VIU's processing of refunds. SCHEV staff will also conduct student surveys at the time of the limited scope audit.
4. To assist VIU in preparing for the limited scope audit, SCHEV agrees to prepare a document providing the institution with additional guidance regarding each of the areas that will be reviewed and guidelines on how to prepare for SCHEV's visit.

5. In accordance with 8 VAC 40-31-200 (D), SCHEV staff will prepare a report detailing its findings from the limited scope audit. All items of non-compliance, if any, will be noted on the report. If the audit reveals that VIU is not in compliance with all of the items reviewed during the limited scope audit, SCHEV staff shall present its findings at the next available Council meeting.
6. The three-year period described in paragraph 1 is not a period of operation assured or guaranteed by SCHEV. Nothing in this Consent Agreement relieves VIU of its ongoing obligation to comply with applicable laws and regulations. Failure to comply with such obligations may constitute grounds for subsequent enforcement action.
7. This consent agreement shall be binding on VIU, its successors, or its assigns.
8. The parties agree that the terms herein may be amended by mutual consent should there be a material change in circumstances.
9. In the event any portion of the Consent Agreement is found by a court to be unenforceable, the remaining provisions of the agreement remain in effect.

(b)(6)

Dr. Isa Sarac
President, Virginia International University

06/12/2019

Date

Peter Blake
Director, SCHEV

Date

5. In accordance with 8 VAC 40-31-200 (D), SCHEV staff will prepare a report detailing its findings from the limited scope audit. All items of non-compliance, if any, will be noted on the report. If the audit reveals that VIU is not in compliance with all of the items reviewed during the limited scope audit, SCHEV staff shall present its findings at the next available Council meeting.
6. The three-year period described in paragraph 1 is not a period of operation assured or guaranteed by SCHEV. Nothing in this Consent Agreement relieves VIU of its ongoing obligation to comply with applicable laws and regulations. Failure to comply with such obligations may constitute grounds for subsequent enforcement action.
7. This consent agreement shall be binding on VIU, its successors, or its assigns.
8. The parties agree that the terms herein may be amended by mutual consent should there be a material change in circumstances.
9. In the event any portion of the Consent Agreement is found by a court to be unenforceable, the remaining provisions of the agreement remain in effect.

Dr. Isa Sarac
President, Virginia International University

(b)(6)

Peter Blake
Director, SCHEV

Date

June 13, 2019

Date

Location	00273417
Title	
Corporate Type	Privately Held Corporation
Date of Original Establishment of Institution	4/1/1999
Has the institution changed ownership since its original establishment?	Yes
If yes, Date when new ownership was established	9/15/2008
Date of Licensure/Registration/Charter by appropriate agency	4/1/1999
Name of Licensing Agency	California Bureau for Private Postsecondary Education
Is the institution currently accredited?	No
Accrediting Agency	
Date of Grant Expiration	
Does the institution participate in federal financial aid programs (Title IV)?	No
Financial Aid Programs	
Is the institution under any negative state, federal, or accreditation investigation or action?	No
If yes, Reason for Investigation	
Distance Education Offered	100%
Are you offering distance education through a consortium agreement?	No
CEO Name	Cristina Versari
CEO Email	cversari@sduis.edu
Created at 12/9/2015 6:06 PM by <input type="checkbox"/> studentservices@sduis.edu	
Last modified at 2/15/2016 3:36 PM by <input type="checkbox"/> studentservices@sduis.edu	

CampusID	00273417
Location Name	San Diego University For Integrative Studies
Contact Name	Lisa Bulgatz
Type of Location	Main
Address Line 1	3900 Harney Street
Address Line 2	
Address Line 3	
City	San Diego
State/Province	CA
ZIP/Postal Code	92110
Country	United States
Primary Phone	619-297-1999
Fax Number	
Web Page	
Primary Contact First Name	Lisa
Primary Contact Last Name	Bulgatz
Primary Contact E-Mail	studentservices@sduis.edu
CorporateType	Limited Liability Company
Date of Original Establishment of Institution	
Has the institution changed ownership since its original establishment?	No
If yes, Date when new ownership was established	
Date of Licensure/Registration/Charter by appropriate agency	
Name of Licensing Agency	
Is the institution currently accredited?	No
Accrediting Agency	
Date of Grant Expiration	
Does the institution participate in federal financial aid programs (Title IV)?	No
Financial Aid Programs	
Is the institution under any negative state, federal, or accreditation investigation or action?	No
If yes, Reason for Investigation	
OrderStatus	Unpaid
Main Location ID	
Title	
Application	
Effective Move Date	
IAPStatus	IAP PHASE IC
HasAdditionalLocations	No

Created at 11/24/2015 8:05 AM by ☐ System Account
 Last modified at 2/26/2019 4:49 PM by ☐ Kay Ropko



February 5, 2016

SENT VIA E-MAIL ONLY

Dr. Cristina Versari
Chief Executive Officer
San Diego University for Integrative Studies
3900 Harney Street
San Diego, CA 92110

studentservices@sduis.edu

Dear Dr. Versari:

Thank you for your interest in accreditation with the Accrediting Council for Independent Colleges and Schools ("ACICS" or "Council").

We have reviewed the preliminary information submitted and have determined that your institution is eligible to continue with the application process. Please log in to our Member Center using the username and password created during the registration process. The \$6,000 application fee, applies for one year and will be payable by credit card during the first phase of the initial application. Detailed instructions will be available to you upon log-in. Please review this information.

The following documents are required for electronic upload in the first phase of the application process (Phase IA):

1. A copy of the institution's license or authorization to operate a postsecondary institution;
2. An Ownership Disclosure Form;
3. Audited financial statements for the most recently completed fiscal year; and

Upon receipt of payment and approval of the audited financials, the institution's application will be moved to Phase IB. To complete this phase of the application, the institution must upload the following:

4. An Initial Applicant Campus Accountability Report (institutional and programmatic);
5. A draft Campus Effectiveness Plan (CEP);
6. A Certificate of Attendance from an ACICS Initial Accreditation workshop.

If you need any assistance in completing the online application, please contact Ms. Karly Zeigler, New Institutions Development Lead, at kzeigler@acics.org.

Upon receipt, these materials will be reviewed by staff to determine when a resource visit should be conducted to assess your institution's readiness to proceed with the self-study. **Please note that an evaluation visit will not be conducted until appropriate and acceptable financial statements have been reviewed by staff members and/or the Council.** ACICS is required to call for public comments on institutions applying for accreditation. Your institution's name will be posted on our Web site and your current accrediting agency notified. Any comments received from the public or other accrediting or state agencies will be considered in the application process.

If the resource visit report indicates that the institution meets all eligibility requirements, you will be invited to continue with the self-evaluation portion of the application process. After the self-evaluation materials and supporting documents have been received and reviewed, the Initial Grant visit will be conducted by a team of evaluators. The report of this visit and the institution's response to it will be presented to the Council, and a decision on your institution's application will be made.

The scheduling of both visits depends on the travel schedule of the Council staff and the date your application materials are received relative to the scheduled Council meetings. Each year the Council meets in April, August, and December.

The Council requires that the chief on-site administrator of an institution which submits an application for initial accreditation attend an ACICS Accreditation Workshop prior to the Resource Visit. Please visit the ACICS Web Site at www.acics.org for information with regard to upcoming Accreditation Workshops.

Appendix A of the *Accreditation Criteria* contains the ACICS Bylaws. Application for accreditation and membership in ACICS constitutes your agreement to be bound by the provisions of the *Accreditation Criteria*, including the ACICS Bylaws, as they may be amended from time to time, regardless of whether your institution becomes a member of ACICS by receiving accreditation.

We look forward to receipt of the application materials. Please note the assigned ID Code and use it on all correspondence sent to the Council office. If you have any questions about these procedures, please feel free to contact me at (202) 336-6797.

Sincerely,

(b)(6)

Joseph E. Gurubatham, Ed. D.
Executive Vice President, Accreditation and Institutional Development

Consideration of Public Comments

Perlter Walters-Gilliam on behalf of Initial Applicants

Fri 6/3/2016 3:21 PM

To: cversari@sduis.edu <cversari@sduis.edu>; studentservices@sduis.edu <studentservices@sduis.edu>;

Cc: Chad Hartman <chartman@ACICS.ORG>; Joseph Gurubatham <JGurubatham@acics.org>; Initial Applicants <InitialApplicants@acics.org>;

Importance: High

📎 1 attachments (162 KB)

San Diego Integrative Studies University Reviews.pdf;

Dear Dr. Versari:

ACICS has become aware of a number of concerns about your institution (please see attached) and as a matter of due diligence requests a formal response to the concerns and allegations raised by your constituents. Further, ACICS will consider this information along with any concerns raised or identified during its onsite review(s) to make a determination of the institution's application for an initial grant of accreditation. This response is required prior to the scheduling of the initial resource visit and must include evidence of the institution's standing with SEVIS (reports, audits) and is due no later than Friday, June 24th.

Your attention to this matter is appreciated.

Ms. Perlter Walters-Gilliam

Associate Vice President, Quality Enhancement & Training
Accrediting Council for Independent Colleges and Schools
[750 First Street, NE](#)
[| Suite 980](#)
[| Washington, DC 20002](#)
www.acics.org | 202.336.6769 - p | 202.421.5935 - c

CONFIDENTIALITY NOTICE:

This communication is only intended for the persons or entities to which it is addressed or copied and may contain information that is confidential and/or privileged in some way. Distribution or copying of this communication or the information contained herein is not expressly authorized. ACICS reserves the right to disclose this communication as required by law without the consent of the persons or entities to which this communication is addressed.

San Diego Integrative Studies University

Reviews

This school is literally a joke, a VISA MILL, selling I-20's and therefore; they need to be seriously investigated by U.S. Educational Agencies, as well as by ICE HOMELAND SECURITY in my opinion. Just read along, to see why this isn't a legit school in my eyes and why you should truly avoid this "University",

Previously I wrote my first review about this school, and they did everything to flag my review with Yelp. Luckily they made it happen. Yelp deleted my previous post due to their guideline, which had to do with not being fully a "first hand customer review", well sorry about the little mistake Yelp(!), here comes my first hand customer review including my experiences, and my personal opinions.

The funny thing is, is that right after I posted my previous review; THE "SCHOOL" STARTED TO THREATEN ME WITH VARIOUS EMAILS. One of the received emails I included here in my posting, which is a copy-pasted article of USATODAY. The article would have the intent to scare me that I could get sued for 11.3 Million US Dollars, just as this happened to a Louisiana women described in the article. This behavior from the school's side just explains in one action how UNPROFESSIONAL the people at this institution are. Another email was a "Notice to Seize and Desist" CC'd to their lawyer whatsoever with a phony @cox.net email address. Basically, they were trying to intimidate with demands to remove every bad word said about their company, and not to share my experiences with anyone. Excuse the *%#@ out of me, but we don't live in North Korea, right?!!

Nevertheless, I hope they know that even an international student like me knows that I have freedom of speech here in this country :-).

First of all this is a private for profit institution that IS NOT ACCREDITED at all.

My personal experiences with the staff was shocking. The management here is very rude as well as not professional. The reason why I think this is as VISA MILL, has to do with my admissions process. When I showed up as a prospective student, they made me pay all the expensive start up fees. After that, I took an English Placement Test at their school and scored more than sufficiently passing for their certificate program. Unfortunately, I wasn't able to start the program right away. Therefore, the best advise I gained from the school adviser was not simply return to my home country, which was totally fine for me but take some useless English classes to keep my immigration status active.

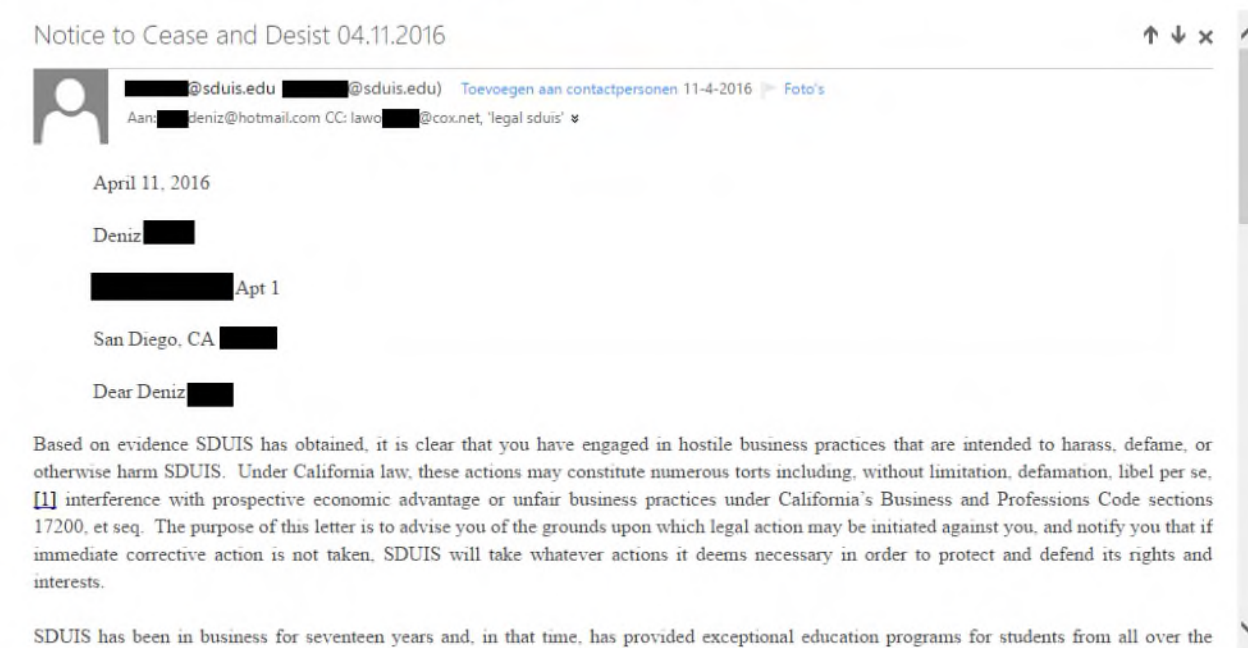
Here quoted from my email:

Advisor: "In the meantime, you should attend some program in order to maintain your legal status in the United States". You can transfer to our USA English Language Learning program..".

Concluding, all these experiences and facts - I WOULD NEVER ADVISE ANYONE TO COME

STUDY HERE AND WASTE YOUR VALUABLE MONEY. There are so many accredited and reasonably affordable Universities around, but don't go or deal with SDUIS. Furthermore, I will do all my best to report these guys with agencies such as Homeland Security, ICE, The California Bureau For Private Post Secondary Education, and possibly the Better Business Bureau.

I don't think this school is school is going to exist for any longer period of time.



Deniz A from San Diego, CA

This unaccredited University is a student visa mill for International Students. The fees are very high, the quality of education is very low, and you'd be better off paying out of state tuition at a Community College or legit Four Year College. If you look up their accreditation it doesn't meet the standards for transfer to most Community Colleges or legit Four Year Colleges.

It may be helpful for those who have the cash to spare or come from wealthy oil rich nations and don't care about having a legit program. Those folks can get into the US basically buying their student Visa and likely overstaying their Visa.

There are many schools like this some better and some worse. Just know you won't get a degree anyone will recognize or can be transferred. If you want to practice middle to high school level English with washed out instructors while you enjoy your stay on a student visa this may be your place.

Dylan M from San Diego, CA

I was a student and wasted a ton of money here. Don't make the same mistake! Details: Private unaccredited university. ESL school is a visa mill for I-20s. No structured curriculum for ESL students. No max unit limit for students. No end date for studies. Visas stay current as long as students pay monthly fee. Probably should be investigated by DHS.

Scott B in San Diego, CA

I'm a student at San Diego University for Integrative Studies USA English Language Center and I have been having problems regarding my enrollment and attendance. I received an email on February 17, 2016 saying my attendance was 69% which is too low. After I received that email I signed some documents saying I'm going to continue my education. On March 4, 2016 I received an email saying my attendance has improved to 75% and I still needed to continue my education until my attendance reaches 80%. The next week I went to the office to request a two week vacation. I spoke to a lady named Julia who told me that if I wanted to take a vacation I needed to attend classes for an additional two weeks to get my attendance in good standing. I obliged to her request because I also wanted my attendance to be back to 80%. In the following two weeks I missed class only once because I was sick. After the two weeks were up I returned to the office to request my two week vacation and was once again told my attendance isn't satisfactory and was assured that one more week would get my attendance to 80%. Not wanting to stir up any problems I agreed and paid for an additional week. Since I've heard from my friends who have been having problems in these kind of situations I tried to check my attendance every day. On April 5, 2016, I wrote a document requesting to see what my attendance status is and turned it in to the office. The very next day I received an email from the school informing me I will no longer be able to study at San Diego University and I must leave the country. I've noticed times I've been marked absent when I actually was in attendance. I immediately went back to the office the next day requesting my attendance records to see if any corrections can be made because I ultimately do want to continue my education. I was told to leave the office and these records were no longer available to me because I'm not a student anymore. It is incredibly strange to me that these counselors have been telling me my attendance is steadily improving and once I requested a simple document verifying this improvement they tell me I am no longer eligible to attend classes and I must leave the country. Considering the counselors are not willing to help, I kindly request to speak with the dean of the school about this matter and am still requesting the documents of my attendance history. As for the days I was falsely marked absent, there are cameras in the classroom which will prove I was in attendance those days. This matter can be resolved very easily and will be waiting for a response.

Mehmet K from Istanbul, Turkey

WHERE IS MY CERTIFICATE?????????

I'm trying to receive my certificate almost 1 year and nothing about that. The last contact with you, you guys said that my certificate will be sent by mail because it was not ready in time by the fault of yours and I'm still waiting. I need it !!!!!!!!!!!!!!!